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ABSTRACT

Based on the author's experiences with the Direct Instruction Follow Through Project at the University of Oregon and with the PLATO Corrections Project at the University of Illinois, this "how to do it" book articulates the conditions and procedures believed critical in implementing educational programs from the planning and theoretical stages into classroom practice. Models from the Direct Instruction Follow Through Project and from the PLATO Project are presented several times throughout the book to help train persons for field management of new eduational programs being introduced into institutions. Chapters deal with communication, management conditions, memoranda of agreement between the site and the sponsor, job descriptions, formative evaluation/monitoring, summative evaluation, report writing, and putting theory into practice. (MLF)

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THEORY INTO PRACTICE:
IMPLEMENTING EDUCATIONAL PROGRAMS

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EA 013 992

PEG PLATO® Education Group

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JUNE 1981

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A great deal of what I have learned about implementation stems from work with Siegried Engelmann and Wesley Becker, beginning in 1969 with the Direct Instruction Follow Through Model at the University of Oregon. Much of my field experience for Follow Through involved working with the staff in East Las Vegas, New Mexico, particularly Ann Costello and Guy Jacobus, and in Brooklyn, New York at P.S. 137 with Joan Gutkin, Susan Schachat, Brenda Green and Virginia Benders. Each of these persons taught me valuable strategies for working with site staff.

In August, 1979, I joined the PLATO Corrections Project (PCP) to work with Martin Siegel at the University of Illinois. As the Coordinator of Site Implementation I have had the opportunity to work with Dorothy Silver, Mariellen Gilpin, Steve Alessi, Cathy Daubard and Julie Garrard. I continue to work with these Site Managers and learn from them and with them as we work in several prisons in the State of Illinois and with the Superintendent of Schools for the Department of Corrections, Richard Hinckley. Work with the Site Managers and engineer Garrie Burr reinforces and modifies my theories of site management and implementation that have found their way into this manuscript.

Russell Gersten contributed greatly to the JDRP proposal that appears in Chapter 9. Marlene Calder read the manuscript and provided important feedback. Last, but far from least, Ron Toby's enthusiasm and work on his own manuscript nudged me along a bit on this one.

For my mother, Louise, and the loving memory of my father, Winfield.

Preface

This is a "how to do it book." It was written to articulate the conditions and procedures that I believe are critical to program implementation. The chapters were first presented as papers at Implementation Seminars designed for the PLATO Education Group (PEG). I was new to PLATO when these seminars began, but I was an experienced implementor, having already worked with hundreds of teachers and thousands of students for over ten years.

This book is not full of references to the work of others. Little has been written about how to implement educational programs. Little research has been conducted on what it takes to carry forth a "program," be it a new basal reading series, or a system of Individual Educational Plans-what it takes to move a program from the planning and theoretical stages into classrooms and keep it there. What does it take to start something, keep it going, and know what is happening with it along the way? Answers to these questions is what this book is about.

This book has been written for all people in the field of education who are interested in long-term change in schools. Therefore, I assume that the primary readers will be school administrators and supervisors, people who are constantly charged with seeking out new programs and practices and then implementing those programs in their institutions. The book will also be of some interest to publishers. Publishers' lives depend upon getting their materials out into circulation. They are also interested in keeping their products alive, keeping them implemented.

To a lesser extent, this book may interest researchers. It may interest those researchers who either are or plan to become involved with large-scale, long-term research projects that may involve fairly large groups of people. But I think that there are big differences between the experiences of those involved in experimental research and those who are truly involved in program implementation. And, I think it dangerous to generalize from the results of experimental research that has perhaps derived from a descriptive, correlational, experimental loop. It seems to me that the dangers lie not specifically in the particular findings but in the assumption that the processes involved in the experimentation are the same as the processes involved in implementation. Changing behavior and keeping it changed just isn't that simple. The more basic the behaviors which are to be changed the more difficult and time-consuming the process. Volumes have been written on how to design research studies and analyze data. Little has been written about how to bridge the gap between experimental research and program implementation. The missing bridge may be the result of the differences in conditions. They are very different ventures.

One difference is that experimental research is generally of short duration. Few studies continue for more than a few weeks or months. It is the rare study that continues throughout even one school year. Program implementation is traditionally an adventure of several years. In fact, evaluations of extensive implementations often begin after the first year, assuming that a great deal of "start up" time is preferable before things settle down enough in order to evaluate results accurately.

Another major difference is the number of people involved in the work. Even large-scale experimental work seldom involves more than 25 classrooms. With implementation we are almost always looking at many more classes. The sheer increase in the number of classes forces choices for the program implementor.

A third difference lies in the developmental status of the program. Experimental research is more likely to be involved with materials or techniques that are in less than final form. Implementation is more likely to take place with materials and techniques that are pretty well defined. This is not to suggest that aspects of the implementation won't change along the way, they probably will, but when one thinks about program implementation, it makes sense to at least think of a well articulated program in the first place.

Therefore, the fourth difference is that program implementation will virtually always involve materials. Teachers will be handed something that is different-something that they are expected to use with their students. Most often these will be materials that the students will work from directly, though they may also involve major changes in teaching techniques.

The final difference is that often with experimental research, the actual teaching is done by someone directly involved with the research project and not the regular teachers. Implementation requires working with existing teaching personnel and administrators in their natural settings.

These major differences, the length of time involved, the number of people involved, the developmental status of the program, and the personnel make a strong case for looking at implementation very differently than one views traditional experimental research done in a naturalistic setting. Implementation is not as "clean," because it is much more complicated. It is best not to confuse the terms, use them interchangeably, or generalize prematurely from one to the other.

It is equally dangerous to assume that researchers will automatically know how to implement. Therefore, to the extent that they are interested in learning, the information that follows may prove helpful.

Ideally, implementation should follow experimental research. It should derive from findings. Because of the long-range involvement, and the number of people included, it is irresponsible to implement on a large scale any program that has not been found to work successfully on a small scale. Implemented programs become long-term "treatments" for many students, and educators have a responsibility to proliferate those theories and practices that have been evaluated and found successful.

Linda A. Meyer

Champaign, Illinois

June, 1981

Chapter 1

Prologue

The training of persons for field management has long been an interest of mine. I have felt the need for systematic training of individuals in site management for at least eight years in other phases of direct instruction. I look upon managerial skills as skills that can be taught. Others have also become skilled on their own with trial and error. For most of us, we have suffered long trials and an even greater number of errors. To the best of my knowledge, no real training program for site supervision and management exists. I believe that people can be trained to work successfully together without compromising a program's goals.

In the beginning

The earliest training for the University of Oregon, Direct Instruction Follow Through model focused almost exclusively on teaching managers to teach. This focus is probably typical. "Sponsors" traditionally spend most of their time developing theory and discussing practice. Little attention is given to training those persons who will be the missionaries - the site implementors who will carry the word of the sponsoring agency into the field.

Oregon's theory was that if one could teach well, one would then manage and supervise well. Recent research (Alessi, 1977; Gilmore, 1980) suggest that given the choice between an individual who is technically expert and one who is particularly good at working with people, better supervision results with the person who is best at working with people. Oregon's model for supervision and management was opposite to this. It was authoritarian. Managers supposed that they were to behave authoritatively as well. The message was, lay down the law. Behave as if you have all of the answers, and insist upon getting your way at all times. "Make" the sites do what you want them to. Managers who adopted this approach generated many problems in the field. Other managers have been more successful. The most successful managers have changed their approach dramatically. One of the goals of these chapters is to ferret out what successful managers do, study those skills, and provide training and practice for mastering those skills.

Developing Implementation Skills: Personal Experience

I began working in the field in 1969. I was young and totally inexperienced. My age and total lack of experience made some things easier, but they made most things more difficult. I was expected to do a great deal of field work, often working for a few days with people that I would never see again. Much less often, initially, I began working with people that I knew that I would work with repeatedly. I was expected to spend a great deal of time in the field. Many years averaged between 150 and 200 days on various site assignments.

Frequently, people referred to the training and implementation assistance that I gave to them as "my project" or "my program." As I listened to these comments, I realized that one of the things that we needed to establish from the onset with any site was that the people on site who had committed to the implementation (and sometimes it was difficult to know who had actually made the committment) were responsible for the project. They needed to feel that it was theirs. I needed to shift the ownership and responsibility from myself to them. I realized that teachers and supervisors were often gathered together for training without having been told by their superiors what this was all about. They became confused. They were threatened. They felt insecure, and they were not accustomed to being directed in specific procedures for teaching students.

I began perceiving my first priority as one of getting these teachers and administrators to buy into the implementation, to become enthusiastic about doing something, to see my assistance as just that-help that would make their jobs easier. All of these were tasks very separate from teaching them how to teach. These first tasks were the hardest of all - restructuring their thinking about teaching and students while motivating them and encouraging them to do things quite differently than they had ever done before.

Situations of field management that required frequent returns to the same site provided the opportunity to measure the site's progress. I began to assess the things that were going well and the obvious areas in which I had provided too little or inappropriate help. These situations provided a base from which it was possible to "try" different strategies. Successful practices evolved slowly. The more work I do, the more aware I become of how difficult field work is.

The most significant philosophical breakthrough came during a particularly stressful period on one site when I realized that within Follow Through we were trying to impose a new administrative structure on an existing superstructure. Follow Through field managers had no line authority. No field managers have line authority. The authority and power within the project rest with the local site people. They determine the success or failure of the project. This realization resulted in a dramatic shift in strategies as well as philosophy.

This philosophical shift necessitated major changes in practice. The new task became one of developing communication strategies and ways of convincing people to do what I wanted.

Increased Funds, Increased Implementaticns

The tremendous influx of Federal funding to schools and other agencies has created new school environments. The last decade has seen more changes in funding than any other period of comparable length. With Federal funding came the responsibility of local school sites to "outsiders." These outsiders have worn many hats. They have most often been responsible for implementation or evaluation. The outsiders are tangentially related to the site's funding source. Frequently it is an outsider's responsibility to get the site to do what it is funded to do. Evaluation is frequently delegated to yet another group of outsiders. Though most of the attention focuses on the site, the responsibilities of the outsiders are real, and learning how to deal with this cumbersome relationship is a complex process.

The acceptance of the "no power" position of the new superstructure requires abandoning aggressive strategies and developing self-monitoring skills. Self-monitoring requires an individual to process constantly what the other principal characters in the setting are saying and doing while attempting to determine what the motivation is for these behaviors. It is important to determine what the site people have invested in to determine their vested interests. Self-monitoring forces one to determine the relative importance of each of the points that the others make, realizing that a successful implementation will involve great changes on the part of the site people. These changes are threatening and often involve a long-term relationship. It is highly likely that several years will be required before a site adequately implements educational changes to the extent that the sponsor would like.

Self-monitoring and Perspective

Several strategies are important in self-monitoring. These will be addressed briefly here and expanded later. Learn to listen. What are you being told? Learn to give in. Determine your highest priorities. Stick to them, but be willing to concede on points that are less important. Learn to be assertive. The line between aggressive strategies and assertive strategies is relatively clear. Learn to negotiate the changes that you can negotiate. But don't appear to negotiate if dealing with a point you won't concede. Assertiveness will take you a long way. Aggression will seldom result in favorable outcomes. Learn to paraphrase what you are being told. By "saying back" the ideas and feelings, you discover if you understand what you were told. Paraphrasing requires listening. It shows you if you are interpreting what was said correctly. If you are so prepared with your own points and stories that you don't listen carefully, you risk misunderstanding. Misunderstandings almost always lead to bigger problems.

It is equally important to convey that you value the site people. Think of them as clients. Their problems are your problems. Bureaucracies are a reality in the educational institutions of America. To ignore the structure of a site is foolish. It won't go away. The larger the district the more cumbersome the bureaucracy, but don't be lulled into thinking that a small site or a small institution will be easy to infiltrate. Frequently, smaller sites are composed of individuals who are tightly bound together in a variety of ways. These bonds will remain long after your project ends.

The development of strong leaders on site is critical for a successful implementation. If you think that making yourself indispensable is the easy way to really get things going, you are setting yourself and the site up for later problems. It is important that the clients feel that it is their project. You are a facilitator. Your role is important, but the real implementation is up to them. To set yourself up so that all changes are dependent upon you is a serious mistake. The site must become accountable for the decisions that they make.

Daily follow-up is the key for all implementations. While memos and phone calls can readily provide you with information about how things are going, responsible site people are the ones who will ultimately make things work. They are the ones who will have daily responsibilities for working with students and other administrators. The selection of these persons is a project in itself. These are among the most important decisions that you will make. Think about them carefully. Attention will be given to the recruiting and training of these persons in greater detail.

Full implementation occurs over a long period of time. Arends (1978) has suggested that the implications of the new Public Law 94-142 which requires the main-streaming of all possible special education students into regular classrooms may require up to ten years. This is not an unreasonable period of time given the complexity of the changes that teachers and administrators must undergo. It is relatively easy to restructure schedules and physical plants. It is much harder to develop committments to the necessary educational programs.

The Follow Through evaluation (Stebbins, et. al., 1977) which reports six years of data for various implementors of early childhood education programs began seriously only after all sponsors had been working in their respective sites for a full two school years. It was anticipated that two years were necessary before reliable data could be collected. Only short, uncomplicated studies measuring the differences in sponsors' implementations were conducted prior to that time.

Few large-scale evaluations have been completed. Each of these evaluations produced controversy. The much-cited Rand report (Berman & McLaughlin, 1975) concluded that poor implementation is likely to result from unclear program goals, imposed programs, teacher unfamiliarity, or lack of planning. The study concluded that assimilation was most likely when a project replaced existing practices, staff received a great deal of training that focused on practical classroom issues, and when the staff members participated in the curriculum development.

Studies of Implementation

Only three studies (Mayer, 1973; Stallings & Kaskowitz, 1974; and Gersten, 1979) have measured what is actually taking place in the Follow Through sites. Mayer attempted to determine whether sites actually measured up to the stated philosophies and programs of four Follow Through sponsors. With the exception of Direct Instruction Follow Through site (University of Oregon) she found the other sites to be more similar to each other in practice than one would have anticipated from the descriptions of their sponsors. Stallings and Kaskowitz developed an observation instrument (1974) to determine differences in 35 Follow Through sites. Their findings were that of the 55 variables studied, the sponsors often differed significantly. They also found that 85% of the first-grade classrooms and 65% of the third-grade classrooms were excellent implementations.

The specific child behaviors that were studied were independence, task persistence, cooperation, and question-asking. Several surprising findings resulted. Significant negative correlations for Independence were associated with textbooks and workbooks used, and adult praise of students. Positive correlatons were found for child-selected seating, wide variety of daily activities, an adult with one child, and exploratory materials. Task persistence showed negative correlations for general equipment and materials as well as a wide variety of daily activities. Positive correlations were found for textbooks and workbooks used as well as adult praise for students. Cooperation was found to be positively correlated with a wide variety of daily activities, exploratory materials used, adult task-related comments to children, and adults speaking to two children. Negative correlations were shown for textbooks and workbooks used, and adults asking direct questions about subject matter. Two positive correlations and one negative correlation were found for child questions. Positively correlated with child questions were adult comments to children and adults speaking to children -- two very similar activities. Negative findings occurred with adults speaking to a small group.

Of equal importance was the data reported for student achievement. Small group instruction in first-grade and large group instuction in third-grade were related to achievement scores in reading and math. Stimulusresponse feedback interactions, self-instruction, task persistence, and the amount of time spent in reading and math were associated with basic skills performance. The academically oriented classrooms of the University of Oregon and the University of Kansas that used a high rate of drill, practice, and praise and have the children more frequently engaged in reading or math produced higher gain scores in reading and math.

Gersten's study is now in its second year. It differs dramatically from the studies of Mayer, and Stallings and Kaskowitz because it deals with the implementation of the Direct Instruction model in a site that joined the University of Oregon in 1978. He found positive correlations for teaching at a brisk pace and correcting students and a negative correlation was found for signaling-a technique unique to the Oregon model that requires teachers to perform a motion before students respond together in unison. A second part of the study conducted by Emrick and Associates (1979) involved interviewing the site's teachers and administrators. These findings are not yet available.

How Same-sponsored Sites Vary

Another question was raised by the Abt report. Abt asked, if the site were doing what the sponsors prescribed, how do we explain the great amount of "variation" in the results for each sponsor from one site to another? The site variation implementation issue became the "out" used in the Abt report to disclaim that there are significant differences that are constant among sponsors. All sponsors had sites that performed significantly better than others. Do these differences show a range of implementation? Did special conditions produce these results? What happened? Was success random? Abt's argument was supported by House and Glass et. al., (1978), but it was quickly disputed by Bereiter and Kurland (1978) and more recently by McLean (1979). These two papers presented reanalyses of the Follow Through data that controlled some entry variables.

The site variation implementation issue raised the question of "exportability" (Rosenshine, 1978). The serious implication of the exportability issue is whether the variables that together produced the outstanding results on one site can be identified and then "exported." Or, is the successful combination so dependent upon local conditions that one site's performance is impossible to replicate elsewhere? The importance of replication emerges. Borg and Gall (1963) and a host of others urge researchers to replicate studies in order to provide a basis for several variables instead of constantly asking new questions.

Successful practices and patterns will emerge through replication, and replication is really the issue of the Follow Through evaluation. The conditions that produced the variance in the results in Follow Through are intriguing, but these questions will probably remain unanswered. There seems to be little interest on the part of the Federal government to study this question, and perhaps with just cause. By necessity, this would be an "ex posto facto" evaluation for all sites and all sponsors. Politically volatile issues might arise and while a few sponsors have sparse soft data, most sponsors have no data at all.

Studying Educational Change

Major contributions have been made by the work of Goodlad (1975) in his book, "The Dynamics of Educational Change," and Schmuck et al. (1977), with "The Second Handbook of Organizational Development in Schools." Goodlad reports on the League of Cooperating Schools with a five-year study sponsored by the Institute for Development of Educational Activities (IDEA). He reports the effectiveness of providing a strategy for educational change and the problems encountered with the project.

"The Second Handbook" deals with the concepts of educational change that involve organizational development strategies, frequently borrowed from business, and the utilization of persons trained specifically in these strategies (rather than persons who are trained in specific educational programs) as change agents. Neither book deals with a prescribed educational program, so change agents and programs are discussed in general contexts. Both books emphasize the need to understand the culture of the school. The authors agree that most change agents ignore these cultures and attempt to impose their will. Both emphasize the need for collaborative practice, a responsive model.

The Goal

This book is an attempt to articulate what has been learned from field experience. These experiences will permeate everything that follows-the selection of topics for chapters and the information they contain, they color recommendations for training and feedback, the emphasis on the importance of communication, evaluation, and reporting.

Large-scale evaluations have raised many questions about implementation. The variation in implementation between sites may reflect the skills of the site managers as clearly as they represent the different skills of site personnel. The lack of training to implement just may have incubated the sponsors' problems. A variety of strategies for working with people will yield the best results.

This chapter began with a discussion of attitudes. It will conclude with twelve rules to manage by.

Manage by:

Realizing that you must become a reinforcer for site people, it is important to be a positive influence on the site, not a police agent who monitors and provides feedback only when there are problems. Keep this role in mind as you consider the other points.

1. Admit when you don't know the answer.
2. Be reliable. Meet your deadlines. Check in when you say that you will.
3. Be available. Keep in close contact. Know when things happen and respond to the news.
4. Reinforce site people. It is easy to point out their mistakes. Tell them often what they are doing well.
5. Get to know your people. They are human beings. They do more than work.
6. Remember that the threat of change is very disturbing for everyone.
7. Be prepared. The better prepared you are, the fewer mistakes you will make. Anticipate problems and prepare solutions.
8. As a change agent, you are advocating something new. Appear to be as "normal" as possible. This means fitting in with:
    a. language
    b. dress
    c. schedule
    d. goals
9. Monitor yourself and others. Learn to:
    a. listen
    b. give in

c. compromise

d. assert yourself

e. paraphrase

10. Value what is happening on the site. Their problems are your problems. Bureaucracies are a reality -- accept them and learn to work with them.

11. Recruit and train strong site people -- they make you look good. They are the only way your site will prosper. You need them to do the job.

12. Realize that change (implementation) takes time. Set realistic short term goals while keeping track of the big picture.

Chapter 2

Why Implement?

Introduction

Why not? There are several good reasons to promote program implementation. Implementation will require a large staff. These increased staffs necessitate a big budget. One thing leads to another, and soon the opportunity arises to hire new people, teach them about your program, and send them out. Or, you may choose to retool exisiting staff, particularly if there is someone that you would really like to get rid of. Assign that person four sites and plan a trip to each site each month. In a matter of months, this schedule will burn out even the most energetic manager.

Sites are often located in remote parts of the country. Managers can explore such places as Flippin, Arkansas, and Smithville, Tennessee. This kind of travel builds stamina. It is impossible to get to any of these places in less than eight hours of travel-regardless of where you live.

Other opportunities develop. Managers can join such elite groups as, "The Red Carpet Room," or the "Admiral's Club." Such organizations are unknown to all but the most seasoned travelers. An array of foreign objects can be acquired. "OAG," becomes a household word. (It stands for, "Official Airline Guide.") Challenges such as locating the biggest piece of luggage that can fit under the seat of an airplane, and the most sturdy immersion heater can keep one busy during those long nights away from home. In fact, shopping for perfect travel equipment can become a preoccupation.

Last, but not least, implementation sets the stage for endless program changes. Things that looked perfectly reasonable on paper may be disastrous in the field. You find this out only during implementation. A lot of work is saved if you just stay home.

All kidding aside, a strong case can be made for the implementation of programs-work that involves taking an educational practice and using it in a naturalistic setting.

State of the Art

The field of educational research is in a rather strange state. Articles abound that focus upon cognitive theory, descriptive or correlational studies of teaching behaviors, or lengthy position papers. Three recent volumes of "Review of Educational Research," (Summer, 1979; Fall, 1979; and Spring, 1980) included six articles on teaching techniques, five position papers such as, "The American School in the Political Socialization Process," or "The Impact of Electronic Calculators on Educational Performance," and several additional articles describing such things as visual mnemonics. Each of these is a relatively isolated piece of research. None of the articles focuses upon curriculum and teaching behaviors, or a theory of cognitive development as it contributes to research on teaching or the development of educational materials.

Cognitive psychology and teacher effectiveness, though quite far apart, are popular topics. The point here is not to describe differences or determine the superiority of one type of work over another. More important, little attention in the field is paid to the combination of the materials that teachers use and what they actually do with them. Strange. On one hand we have the publishers of educational materials. "Programs" are developed by experts, or groups of experts. These programs are published, adopted, and sent forth into classrooms.

On the other hand, we have a group of studies that examine teaching behaviors. These studies generally have been conducted by research teams. Lists of expected variables are created. Observers go forth and collect data. The data are correlated to student performance. The variables that correlate positively with student achievement are determined to be "good," and those are then "advocated." Those variables that do not correlate well with student achievement are determined to be no good. They are not considered for recommendation.

The developers of student materials on the other hand put their time, energy, and money into the development of materials. Writers write. Consultants consult. Artists skillfully illustrate the materials. Designers develop classy packaging so that the materials will "appeal" to a great number of people. Yet, little attention is paid to the development of the teaching methods or strategies that the teachers are to use with these materials-in fact, statements such as, "the creative teacher will...," or "you might find it helpful to...," are rather common instructions from the teachers guides that accompany the student materials.

Tragically, both groups are operating in vacuums-the materials' developers are busy developing. They have little regard for teaching strategies. Researchers virtually never look at materials (unless some have been created for the purpose of the study). They focus their attention upon what the teachers with successful student performance are doing. All of this is strange, but true. The right hand develops the materials-the left hand ignores the materials and looks at what teachers are doing. Too bad.

Defining "Program"

Materials. A logical question is, what constitutes a "program"? Do materials make a difference? Do teaching techniques make a difference? Will the combination of successful teaching techniques and well designed materials make an even greater difference? Few of these questions have been answered. Little is known about materials.

Isabel Beck reviewed seven reading programs (Beck & McCaslin, 1978), looking carefully at pre-reading activities. She then studied two programs for comprehension (Beck et. al., 1979). Hers were materials' analyses, and good ones. But, her analysis stopped with materials. She did not look at student achievement. Her analysis was done from a theoretical base for first and second grade programs. These analyses are first steps, they offer many suggestions for further research with students. There are many unanswered questions.

Teaching Behaviors. Teaching behaviors seem to make a difference, or, more appropriately, some teaching behaviors seem to make a difference. Stallings (1980) found that such teaching techniques as discussion, reading aloud, assignments, instruction, drill and practice, and interactions with students correlated highly with student achievement for teaching basic skills to high school remedial students. Stallings divided her teachers into three groups; low pretest/high gain, moderate pretest/moderate gain, and high pretest/moderate gain. Yet, way above all of these groups stands a true outlier-one group far above all the others on posttest results-don't you wonder what that teacher and those students were doing? Could their success be a combination the materials that they were using and the way the teacher taught the materials?

One possible reason that these questions have not been addressed is that there has been little replication of any of these results. Much of the research that is being done is very diffuse, and there are few attempts to pull any of it together. Researchers are studying materials or teaching behavior in isolation. Yet, in the real world of classrooms, students, and teachers, no single variable exits in isolation. It is a very complicated setting indeed. Materials are a factor in virtually all instruction. Then, teachers or machines present the instruction. The presenter and the materials interact. They interact constantly in every instructional setting.

Therefore, it makes sense to determine that the *program*-the "events or pieces, collectively," must involve not only the physical materials be they those in a book or on a machine, but the techniques that the teacher uses with the materials. It is the combination of what the teacher does with the materials that truly constitutes the program.

Why Train and Follow Up?

Any materials that are at all "different" require training-a work session designed specifically to teach teachers how to use the materials. It is assumed that "different" materials may also embody different techniques. The two almost go hand in hand. Any materials and techniques that require training will require some kind of follow up (if you want to know if they are being used the way that they were designed to be used).

Experience has shown that teachers that perform well in training sessions may or may not perform equally well when they return to their classrooms. Some catch on quickly, others work hard to learn how to teach the new program successfully. It is impossible to know who is who in a short training program. The only way to know who is doing what is to go into the classrooms and observe teachers and students. Be ready for some surprises if and when you make this journey. That brightly colored supplementary activities book may be used as the main text. The Color Book or Storybook may have taken over as the total materials from the entire kit that the teacher is using.

Hook and Rosenshine (1979) provided evidence that if we want to know what teachers are doing, little will be learned by asking them. They emphasized that they are not suggesting that the teachers are plotting to mislead us-that, in fact, is not the case. Instead, regardless of how hard any one of us might try to describe what we do, we are inaccurate. In fact, if while working with a teacher that teacher is stopped by a trainer and asked about a particular student's performance, or asked to describe what happended immediately before the interruption, the teacher can seldom describe what happened.

Generally, novel materials are selected for innovative implementation. Therefore, it is highly likely that the program will be different from what the teachers know. It may have a unique way of presenting a skill. It may vary the way that skills are introduced, or the sequence. Something about it will be different. The teachers responsible for implementing this new program or approach are going to need support in order to get the new program off the ground. Thus, we have another reason for implementing. The first reason is that teachers who are involved in the innovation are going to need support until they feel secure with the innovation. New procedures are not implemented overnight. It takes teachers a while to become comfortable with anything new.

Teachers have to become comfortable with a new program. They have to use the new program, and they have to integrate the new program into the other existing programs. As long as an innovation is seen as separate and apart from everything else that is going on, the innovation will not really become established. It needs to be integrated. This becomes the third reason for implementation. Experienced staff may know the old programs well. They may also be implementing the new program well. But it generally takes a complete cycle of implementation before teachers can put the new program into the perspective that they have for the total program. Developers and "sponsors," people who are working closely to develop the innovative program, will be needed initially to provide that perspective.

What is Implementation?

Implementation, then, is a rather complex, lengthy process. It is assumed that a group or individual choosing to "implement" have developed some kind of program. This assumption is not trivial, for it infers that this group has certain ideas about what teachers should do and what materials or very specific techniques the teachers should use when implementing their "program." Sponsors who have not made these decisions will encounter many problems. It will be impossible to train people to do things that are not well articulated. It will also be difficult to expect teachers to use materials that are so newly developed that little information can be given to them about what to do, when, and how.

Assuming that the sponsor group has a well-defined set of materials, and that they are able to articulate to the teachers what to do with the materials, implementation then is the process of explaining, practicing, and then monitoring the group. Explaining is important. It is necessary that teachers understand why they are expected to do B when they have always done A. Yet, it is unrealistic to expect teachers to remember all of the rational that they are told during an initial training session. Sponsors may quickly develop problems with teachers if they merely tell the teachers what to do without telling them why they are to do it.

As important as the explanations are, the practice of the actual techniques is even more important. Practice is best accomplished first without students. Teachers will be self conscious with new procedures. They will feel awkward and unsure of themselves. They will make mistakes, and it is embarassing to make the mistakes in front of adults. It is even more embarassing for teachers to make mistakes in front of their students. For these reasons, the initial training sessions are best completed without students. They should be conducted in such a way that the new teachers receive practice in doing what they will be expected to do when implementing the program.

Explain the program. Direct practice on the program, and then get thee to the classrooms to see what the teachers are actually doing. If the initial training includes a discussion of follow-up in classrooms, and particularly if the person who will be doing the follow-up work in the classrooms is the same person chances are that the teachers will actually look forward to having someone come in and work with them. Observers may be a dime a dozen, but seldom do teachers receive real help with teaching problems in their classrooms. It is during this third step that the potential for implementation really starts to take hold. This is when the trainer learns the most. How is the teacher doing? Are there techniques that were covered in training that are not being implemented? How are the students doing? How many errors are the students making as they work through the program? Are they well placed? Is the program appropriate for them? These are the questions that are answered during implementation. These questions are answered in the classroom.

Support for Implementation

The Rand Report (1975) contains an interesting statement related to implementation. It states that the successful programs (Title I) were those in which the sponsor worked inside the classroom. It is interesting to note that of the Title I and Follow Through programs described in this report, the most successful programs did indeed concentrate sponsor representatives in the classrooms. Other sponsors trained local staff who then in turn completed the classroom training. With this process, the teachers were receiving training as interpreted by others-others who had just been trained in the procedures themselves. Sponsor representatives in the classroom proved to make a difference, and an important difference with those programs studied in the Rand Report.

A second statement referred to the quality of the implementation that can best be described as "concrete." Those sponsors who could carefully and repeatedly articulate precisely what they expected the implementors to do had more successful implementations, (Berman et. al., 1975). These implementations were more successful because the teachers were doing what the sponsors intended for them to do. They were also more successful because the students achieved greater success.

Similar support for implementation is given by Mary Kennedy (1979). Kennedy mentions two additional variables. First, she describes the presence of the sponsor in terms of, "people were there." In other words, teachers were not left with theory and incomplete information. They were given help by people that came to them in order to help them. A support system was developed for them and delivered to them. People came to help. Teachers seldom receive help. An implementation that involves people that come to help has a much greater chance of success.

Kennedy also found that programs were more successful when the implementing staff was directed. By directed, she means that the site staff were told by the sponsor, "we want to see..." The sponsor had not only articulated what was expected of the site when initial training was completed, but the sponsor representatives clearly articulated to the site staff what was expected once the program began. This direction was done on a continuing basis. The site was monitored, the site staff was directed in the implementation of the program-they were not allowed to roam helter-skelter and make their own mistakes. The sponsor was seen as an expert staff-they directed the site staff.

Practicial Justification for Implementation

School districts have huge warehouses full of materials-materials at one time were selected because they were believed to be good for students. Frequently, after these materials were selected, they were distributed. The end. There may have been some follow up discussion of how work with the materials "was going," but this is the self-report process. Seldom did the materials really get implemented, or perhaps it is more accurate to say that seldom is it known whether or not the materials were implemented.

Materials are expensive. Materials that are warehoused soon after they were purchased are the most expensive materials of all. It is false economy for anyone to think that they are really saving money when they think that they will implement an innovative program by purchasing new materials and distributing them. Their money would be better spent to buy fewer materials, train the staff to use them, monitor the staff as they use the materials, and then conduct an evaluation. This type of evaluation would be productive. It would be any evaluation on a program that had existed.

Frequent evaluations of materials that are made without monitoring that has secured implementation will determine that the materials "did not work." When an evaluation of this type is completed, the next step is for the materials to be cast aside and new materials selected and purchased. This is very wasteful and even worse, nothing has really been learned. Materials are condemmed to death that may not have been used! The focus on the materials is inappropriate. What did the teacher do with the materials? How did the teacher "deliver" the lessons? When the student made mistakes, what did the teacher do?

Furthermore, no treatment exists if there is no unified implementation. Without a unified implementation, no statement can be made about what happened. Did the roof leak, or did the teacher skip the phonices portion of the lesson? If the teacher is implementing a computer-based program, were the appropriate lessons assigned? Were the students allowed to determine their own sequences, or did the teacher direct the progress of the students? What was the treatment? If two treatments are compared, the problem is even greater-what were the two treatments? Did the teachers vary in the ways that they were supposed to vary? How different were they, really?

Summary and Charge

This chapter began with the question, "Why Implement?" These few pages have attempted to answer that question. Implementation focuses attention on the total program-the materials designed for the innovation, and what the teacher is doing with those materials. Therefore, implementation is a complicated and time-comsuming process. Several reasons were given for implementation. They are as follows:

1. Implementation can focus on the materials and what the teacher is doing with the materials-this combination represents the program.
2. Different materials, materials that are unique, require training. If teachers are expected to behave differently with innovative materials, they must be taught how to use them.
3. Teachers need support while doing something new and different. That support can often be provided by the "sponsor" or "trainer."
4. The only way to know what is going on in the classroom is to go in and look for yourself-this is implementation.
5. Programs that are not well implemented are a waste of money. It is false economy to invest heavily in a new program and then not check on how it is being used.
6. Determining that materials, "didn't work," may or may not be the case. A better questions is, "Were the materials used?"
7. No accurate statement can be made about treatment if the teachers were not monitored during the implementation. Teachers who are merely "assigned" to a particular treatment may or may not do it. Once that door is closed...

Once the case has been made for implementation, the stage is set for learning how to do it. Implementation is difficult-it is probably the most difficult and complex aspect of education. It requires the development of a comprehensive program-one that articulates carefully what the teachers are to do while supplying materials for students.

Implementation is also difficult because it is most often done in schools or other institutions. These environments are full of political and bureaucratic problems. To ignore these situations is to doom the implementation to failure. They must be dealt with and they must be dealt with successfully. Learning to deal with these existing situations-situations that the sponsor is not in a position to change is of itself a challenge.

And then comes another tough aspect. How does one go about determining whether or not implementation is indeed taking place? What kinds of evaluations can be made as the project progresses? How can the program be evaluated?

These questions and many more must be answered in order to guarantee a successful implementation. This is the hard part.

Chapter 3

Communication

The site manager's communication skills are of utmost importance for successful site implementation. The ability to communicate sets the conditions for change, and structures the atmosphere for the environment in which change can take place. The more secure the manager can make the environment, the more easily change will occur. Truax and Corkhuff (1967) suggest that in a counseling processs, the counselor's ability to express accurate empathy, nonpossessive warmth, and authenticity determine the success of the intervention. Similar needs and circumstances exist for site managers. There are many parallels between counseling and implementation. Both the counselor and the site manager deal with people who are coping with change, confusion reduction, or choice (Gilmore, 1973).

Managers need to consider that site people, in the initial stages of site implementation, will probably deal with all three of these situations simultaneously. They will cope with the many changes that a new implementation will bring. Their schedules will change. The way that they spend their working days will change dramatically. Teachers who are accustomed to traditional teaching presentations may suddenly find themselves expected to implement techniques that are quite foreign.

Equally possible is the state of confusion. Administrators often make the decision to begin a new implementation. Teachers most often become involved when the site manager or other agent of the sponsoring agency first appears to begin initial training. Teachers, aides, and local administrators seldom help to make the decision. The presentations that were made to the high level administrators and "sold" them are seldom attended by the people who will be responsible for the implementation. It is surprising when the site people are not confused. They have a lot of questions. They may not understand what is expected of them. What are they going to do each day? What are their responsibilities during the training? Initial training alone is usually a unique experience for them. They may not have even had the theory and rationale of the new implementation explained to them. If they were explained, chances are that there is still some confusion. They were probably trained in more traditional methods. They will be confused.

There are also a lot of choices to make at the beginning of a new implementation. Which teachers and aides will be involved in the program? Frequently, these decisions are not made until after the initial training. Administrators may see the initial training as an opportunity to expose many staff members to something new -- the site manager/trainer may not know ahead of time which participants will ultimately take part in the program. In fact, the administrators may not make the decisions about who will be involved until the training is completed and he/she has the opportunity to meet with the site people -- alone. He/she will probably want the staff's reactions before making decisions. Many administrators won't force people into an implementation that they don't want. Yet, often people are assigned roles without the opportunity to object.

In addition to deciding which teachers and administrators will be involved in the implementation, it will also be necessary to determine which students will participate. Schedules will have to be changed, testing will often have to be set up, materials will be ordered, or other new equipment will be needed. Where will all of these "new" things go? What kind of space is necessary? How will the new program interfere with the existing program? What kinds of changes will need to be negotiated with mandated district or state requirements that specify (often) how many minutes of instructional time are to be allocated to basic skills and other areas?

Tremendous changes will take place. Many choices will have to be made, and the results of the changes and choices will almost inevitably result in confusion -- legitimate confusion if the manager recognizes the magnitude of the implementation. Many managers are so accustomed to implementing or so accustomed to their particular approach that it is difficult for them to remember when even the vocabulary of the approach was foreign. It is even more difficult to remember how threatening and confusing this amount of change is. A school day represents the major portion of the waking hours for teachers and administrators. The implementation will change a significant portion of their lives.

The sensitive site manager recognizes that dealing with many choices, changes, and the resulting confusion fosters the necessity for developing an atmosphere that is as secure as possible. It is important for the manager to behave in ways that are non-threatening and trusting. Recognize the state that the site people are in and build up their trust.

Tyler (1969) has coped with the problems of training counselers during her long and successful career. She feels that the difficulty that most persons have when developing training programs is that they focus on the behaviors that the astute counselor should exhibit. Her theory is that the most important focus should be on the attitudes that the counselor has. She supports Rogers (1957) who stated that the process of therapy is "highly dependent upon the kind of person the therapist is." Rogers continues to say that the "personal qualities which the therapist communicates to the client are vastly more important than any particular procedures or techniques the therapist has mastered."

Tyler has developed an equation for effective encounters. She specifies that understanding + acceptance + sincerity x communication skills = effective encounters. She emphasizes the importance of each of these traits for building effective and thus successful encounters.

Understanding is viewed as a cognitive task. How accurate is your perception of what is actually going on? Acceptance is a much more emotional or affective development. Sincerity is determined by many dimensions-it is the accumulation of all of the dimensions that determine how you present yourself. Communication skills involve active listening, paraphrasing, and perception-checking.

Developing Effective Interpersonal Skills: Attitudes and Acceptance

Attitudes form the cornerstones of successful site management. The site manager that does not already have genuinely accepting and understanding attitudes will be better off if he or she can develop those attitudes. In fact, successful site management may well depend upon the development of these attitudes. An individual who sees these attitudes as unimportant and is unwilling to invest the necessary time and energy required to develop these attitudes may well abandon site management as a goal. The insincere, unaccepting manager will come through as such. He or she will have problems being accepted by the site people, and those problems may well result in implementation problems-conflicts that will result as much from the way the manager is perceived as from the details of implementation that are the "spoken" issues.

A common mistake made by managers is that they think they should "cozy up to" the people that they will be working with. Cozying takes many forms, but the most common are the most obvious-developing accents that you didn't have before you crossed the city limits, saying that you aspire to the jobs that the site people have, developing the local or ethnic dialect, and so on. Experience teaches that one is best to procede as they are. If you are not from ruralsville, you aren't, and while you can develop acceptance and understanding of local conditions, you will probably be perceived as phoney if you "come on" as "one of them" straight out. You are not one of them. You are an outside agent.

One of the first long-term assignments that I had, required me to work in an all black ghetto area in a major city. A few of the teachers were white. So am I. Sure, I was anxious, but I decided early on that the chips would have to fall where they did. I was obviously middle class, and I did not know how to behave sincerely any other way. I did, however, have sincere desires to work with these people whose lives were so different from mine. I wanted better educations for their children.

My strongest advocates came from the parents' group. During a particularly rough-going time early in my tenure, while I waited at the district office to plead a difficult case to the superintendent, I received a call from a parent. She began, "You don't know me. We know you're white. And we know that you're down there trying to make things better for our children." She went on to pledge her support for the program. If I had ever questioned my decision about how to interact with these people that phone call stopped it. Acceptance and understanding, coupled with sincerity had come through. The parents accepted me. They became my strongest allies for a long time in working with that site.

Accept the local conditions. Stay in the close hotels. Eat in the restaurants. All of these experiences will teach you about the community. They will help to build your understanding.

Gilmore's Suggestions for Developing Understanding and Acceptance

Gilmore (1973) suggests several strategies for developing greater understanding and acceptance. Often the most accepting people are the ones who have had the most experiences, those who have seen a variety of things work in different aspects of life and who have come to realize that there is not "one" and only one way to look at anything. There is no substitute for varied personal experience. A manager who has not spent sufficient time in a ghetto will have trouble empathizing with disadvantaged students. It is foolish to deny the value of such experiences. They provide a background for understanding the situations that students come from and the experiences that contributed to the attitudes that they bring to the instructional situation.

Gilmore suggests four strategies for developing greater understanding. Each of these strategies involves "picturing" who the characters are and what their situations involve. She suggests that each of these strategies is equally effective, though one strategy may be more comfortable or easy for an individual than the other. Each involves fantasizing a situation or acting it out.

Movie-making. Movie-making requires picturing the characters in the setting that is natural for them. How do they look? How do they dress? How do they interact? How do they move as they perform their daily tasks? This process recognizes a detachment from the scene. You are the cameraperson, standing back, perceiving the activity, without being directly involved. Your assignment is to capture the characters as accurately as you can. Your lens and your film will hold the impressions that represent the characters and their scenes.

Ballet. Picturing a ballet may be a more easily imagined procedure for you. Ballet is a more impressionistic experience than movie making. There are no lines, and costumes can be used to identify significant aspects of the dancers. Determine the rhythm that they will dance to. How are they dressed? Who dances with whom? What kind of set is most appropriate? What is the music? Is it gentle and flowing, or fast and abrupt? How does the ballet begin? How do the dancers enter? How long does the dance continue? How does it end?

Impressionistic painting. Color and form determine the impressionistic painting. What are the colors that you choose to paint your impressions of the scene? Are they bright, vibrant colors that fight with eachother? Or, are the colors more subdued? What are the dominant figures in the painting? Do people stand out? How important is the background? How large is the painting? How abstract is it? How easily captured is the complexity of the scene?

Model Building. Different choices are yours if you mentally build a model of the setting. What is the first object that you think of? Is it a complex topography with many separate structures, or is it a simple model with a dominant building or two? What part do people play in the model? Are there many people, or few? Do the people dominate the scene? How are they dressed? What materials are the buildings made of? How solid are they? Are there straw houses? What condition are they in? What is the terrain? These four strategies for visualizing can help build understanding of the environments our site people live in. It's the first step.

Developing acceptance of people who are different from ourselves is an even more difficult process than understanding their environments. Emotions are deeply involved and personal experiences play a definite role in the ability one has to accept differences as okay. Diverse behaviors and the values likely to come with it are difficult for many people to understand or accept. Management Design, Incorporated (1970) emphasized diversity for team-building, declaring that even though all of us may be most comfortable with others most like us, successful teams are built with people who are diverse. Diversity brings newness-perspectives that can expand our own experiences and enrich our lives. "Opposites attract" may be an adage that many will state, but in working situations and personal interactions, many people find differences bothersome and downright difficult to respect.

Gilmore exposes, "Celebrating the diversity of life"-accepting the differences in people and enjoying them. Be thankful that we are not all from the same mold. How boring it would be. Learn from those who are different. Expand your circles to include people whose perspectives are different from yours. Look upon these people as resources-perceive the opportunity to learn from them and gain new perspectives.

To become more accepting, explore, experience, and expand. Increase the number and variety of activities in your life. If you are in the field of education, become a student again. Learn something new. Not only will this experience provide you with new skills, but it will also put you back in the role of student-to be too long removed from that role allows us to forget what it is like to be "taught". Plan to go places and do things that will give you new experiences. If there are communities close by that are known for being different from yours, visit them. Look at the way those people live. How do their daily lives differ from yours? Do their differences go deeper than the way they dress or the foods they eat?

Several years ago I spent fifty hours with a friend and two truckers in a large rig, driving the entire Alcan Highway. The plan had been for my friend and me to drive leisurely to a ferry and enjoy a relaxing journey. Car trouble prevented this and we found ourselves stopped on the highway. Our rescuers were the truckers and the solution was to put the car in the truck and "drive out" with them. At first this was a frightening alternative. We didn't know these men. We had never been in a truck of this type. It was going to be a long trip. Where would we stop? What would it be like to be with people of such different backgrounds for a few days? But also, what choices did we have?

We had missed the ferry, so we decided to stick together and make the best of it. The "best" turned out better than either of us imagined. The opportunity to travel with two experienced truckers, men who drove constantly and repeatedly the most underdeveloped highway in Canada and the United States, was an experience of great value. It was fun. It was an adventure. We talked, and talked. (What else does one do on that kind of trip?) I gained a deeper appreciation for these men and the lives they live. It was a broadening experience.

Not many of you will have the opportunity to drive the Alcan, and I don't know that I would do it again if I had the opportunity, but I do know that that experience fostered in me a rekindled positive attitude toward adventure. Look upon experiences that you don't plan as just that-an opportunity to mingle with people that otherwise you probably would not get to know. Traveling throughout the world with tour groups provides similar opportunities. In addition to the obvious opportunities to learn about new cultures, you also have the opportunity to gather with another thirty or forty strangers-people who share your interest in going where you are going, and little else. There are bound to be people of different age and occupation. Many firm friendships are the results of such trips.

Books and films (as well as television) are other ways to learn about people and life unlike your own. The well-developed characters and scenes presented in novels and films present accurate depictions of a never-ending variety of situations. They also build bridges of common experiences. The contributions of series such as "The Holocost" and "Roots" have been incredible for many people. "The Onion Field" accurately depicts prison life and the lives of the criminals who are followed there. Experiencing through a variety of media will expand your horizons and build your understanding of others.

Sincerity

Your sincerity has several dimensions. Basically, it boils down to how do you represent yourself. Are you a predictable person? Do your moods swing? Do you seem to be "promoting" something, or do you seem genuinely interested in what you are about? Are you open to suggestions?

How spontaneous are you? How visible are you? Do you follow through on your promises, or do you commit to things that you don't do. It is easy to promise many things, but harder to be reasonable and commit to only those things that you can complete. Lack of follow through will probably be regarded as a sign of insincerity. Think through your committments. Be sure that you can come through.

Sincere people share a host of characteristics. They are those among us who seem to understand themselves. They know their strengths as well as their weaknesses. They know how they"come off". They have accurate self-descriptions. They can almost always explain their behaviors. They know what they are doing, and they usually have a plan. They know and acknowledge their feelings about work and the people they are working with. Their feelings show. They are not hesitant to express their feelings. They know that their values and feelings will determine in part how they go about their jobs.

Sincere people know their limitations and admit to them. They are good at predicting their own behaviors, and their behaviors tend to be very constant. They have consistent answers to the same questions. They don't perform in one way for one audience and another way for a different audience. They are also aware of their personal power. Most of all, they share themselves.

Investing is probably the strongest characteristic of sincerity. Investing in site work means caring about your work-caring about your project and showing your concern. Caring takes time. It takes energy. Some people are investors in most of the things that they do. They are often those among us who have fewer friends, but they are very close to the few people that they have chosen. They can be counted on. They give willingly, and they give without keeping track of who does what for whom. They expect little in return. Investors are the ones who work overtime without logging their hours. Investors are the most successful site managers.

Learning to communicate these attitudes and understanding is the next step.

Communicating

Everything that we do communicates to those around us. "The Games People Play," and (Berne, 1964), and "What do you Say after you Say Hello" (Berne, 1972) were landmark publications in the self-help movement. In both of these books, Berne examined communication. What do we mean by what we say? What do our body postures tell us? The person whose eyes carefully look away communicates a lot with that behavior. The person with wild gesticulations communicates other things. Slumping, or sitting tall, we are communicating constantly with more than words. Be aware of how you look. What kinds of facial expressions do you have. Are you constantly frowning? Is your look always serious? Or, do you always look as if you have just heard a good joke?

Verbal communication. Of course, what we say matters. in fact, it matters so much that it is good to choose our words carefully. In site management, many new terms appear. Almost every district and institution has its own vocabularly. If you don't understand a term, or if it appears to be used differently, have it clarified. A colleague of mine negotiated an implementation for an entire day before discovering that he had used bilingual in one way while the site people used it quite differently. They had to start over.

State your position clearly. Use precise language. Newman's "Strictly Speaking," and "A Civil Tongue," contain many lessons for all of us. He attacks inaccurate and imprecise habits of language that characterize much of our verbal communication.

The importance of careful listening is frequently neglected. Learn to listen more than you speak. Let your site people talk to you. Let the information flow progress, and ask as few questions as possible. You will often learn more from letting others talk than you will by side-tracking them with your questions or comments. In addition, learn to paraphrase what you are being told. Paraphrase the information that you are receiving, and feed back the feelings that are being transmitted. The popularity of, "I hear you" is not paraphrase. Good paraphrase restates what you think you heard-it doesn't include your feelings about the subject. Instead, it redirects attention to the speaker. The speaker is "on"-you are the empathic reporter checking on what you heard and retelling the story with emotion.

Good paraphrases often include using analogies or references to characters or situations (maybe drawn from books or films) that you and the speaker share. For example, a site person who phones you and says, "I guess today is the day for checking in with you," could be paraphrased with, "You're phoning even though you aren't dying to talk with me." This paraphrase lets the site person know that you know that he/she has made contact even though he/she isn't all that keen about it. It lets the site person know that you know his/her feelings about such obligatory communication.

The site director that tells you that he/she can't seem to be getting anything done because there are too may reports to write and too many people appearing for meetings without appointments would accept the following paraphrase. "You're as busy as the proverbial one armed paper hanger." This analogy demonstrates your understanding of the impossibility of his/her position. The student who slams into your office and scowls, "I hate this place. I don't like being treated like a little kid. I wish I had stayed in school and hadn't screwed around as much," could be paraphrased with, "You feel out of step-like you're now doing things that kids a lot younger than you are doing." This paraphrase communicates to the student that you realize that he/she is unhappy about the current situation and that you realize that it might be embarassing to be stuck in a situation that much younger students traditionally complete.

Paraphrasing gives you the opportunity to check your perceptions with the speaker. The speaker will give you feedback on what you paraphrased. Don't worry if you aren't always accurate. The speaker will let you know what you have misinterpreted. It is far better to paraphrase and get the miscommunication straightened out quickly than it is to sit back and nod your head, thinking that you understand what is being said, only to find out later that you missed the point.

Learning to paraphrase requires practice. It will be hardest to paraphrase in situations that are highly emotional. So, the training ground for good paraphrase is nonemotional situations. Paraphrase in situations where someone is telling you something with emotion but a situation in which you are not involved emotionally. Practice. Practice several times each day. Practice in non-threatening situations will prepare you for paraphrasing in situations that are emotionally charged. Practicing paraphrasing will be particularly important if you tend to talk a lot. Good paraphrasing requires careful listening and attending to the emotions and feelings of the talker. Remember, the goal is to restate in other words what you think that the speaker is feeling as well as saying. The spotlight stays on the speaker. Fight the urge to tell analogies from your own experiences. Comparing your own experiences shifts attention to you. The speaker should remain in the spotlight. It is his/her story-not yours.

Many people have difficulty describing their feelings. Often when under stress, you will hear people say, "I think," or "I just don't understand," and so forth. Many people have been trained to clothe their feelings in thoughts. They have learned to intellectualize everything that happens to them, and they seldom talk about how they feel about these things. When talking with your site people, listen for these phrases. When you know that you are being told something that has provoked emotion or uncertainty, try to paraphrase it. Then try to get the speaker to talk about how he/she feels about the situation. Be direct. Ask, "Okay, that's what you think about it, but how do you feel about it?" Then try to paraphrase the response. This will give you two kinds of practice.

Working with a Variety of People

Chernoff (1978) stated that the very things that often attract us to others are frequently the things that potentially can drive us apart. These are often the qualities in others that are least like the qualities that we have. We may be attracked to someone who is much more methodical than we are and then be upset when that individual doesn't make decisions as quickly as we would like. We may cherish the behavior of the peace-maker and then wish that he/she would take sides and get things going. Learning to celebrate the diversity of those around us means accepting different types of people for what they are. It means realizing that we are not going to change them. It also means developing different strategies for working with different types of people. To attempt to work with the quick-acting decision maker in the same way that you would work with the person who wants to find out as much about a situation as possible without making a decision is folly.

Insight and guidance into working with different personality types was analyzed and extended by Fraleigh and Gilmore (1980). This training is known as the LIFO. Atkins' analysis as developed by Fraleigh and Gilmore focuses on determining which of four basic personality types an individual is in both favorable and adverse circumstances. The behavioral traits and conditions most favorable for each type in each situation provide a systematic approach for working with different types of people.

LIFO Training

The most effective way to determine the basic personality types with the LIFO scale is for an individual to take the test. The test appears in "Communication At Work," (Gilmore and Fraleigh, 1980). Scoring prodecures and interpretations are also in the text.

Each of the four basic personality types has a different orientation to life. These orientations are constant, an individual with one orientation cannot wake up one day and decide to change orientations any more than you can change the color of your eyes. Learning to work with the strength of each style is what counts. Each of the styles has positive characteristics as well as excessive qualities-excesses of the basic style occur when the individual has really gone overboard and lost control.

Excesses seldom serve the individual well. The analysis is further complicated because many people change styles in stressful situations. The four styles are Affiliating/Perfecting, Analyzing/Preserving, Achieving/Directing, and Accommodating/Harmonizing. Which style do you think that you are? Does your style change when you are in a stressful situation? The descriptions may help you determine several things about yourself.

Affiliating/Perfecting. The affiliating/perfecting individual works hard in pursuit of excellence. He/she is helpful, always seeking the ideal. The Avis motto of "Trying harder" accurately captures a affiliating/perfecting personality. This individual will always be ready to work a little more on something, thinking, "but if I just....", or "maybe I didn't try hard enough...it could be better if I just had...." This high-principled person is dedicated and cooperative. He/she believes that anything worth doing is worth doing well. Variable pace characterizes this person who is quite an investor and seldom engages in things with less than total committment.

Analyzing/Preserving. An individual who is analyzing/preserving is an information-gatherer. He/she believes that all mistakes can be prevented by slowing the process down, by finding out everything that there is to know about something before making a decision. This individual is looking for safe answers, seeking to avoid failure. He/she is cautious and analytical in a systematic way, and would always test the water before going in.

Analyzers/preservers and affiliating/perfectors often have the speed with which they work in common. Analyzers/preservers work methodically and carefully, holding on making serious decisions for awhile, affiliating perfectors do this too—sometimes. They need to "warm up to" something new. In attempting to analyze an individual one critical variable is the speed with which they will act and react. The slower reacters are characteristically either analyzing/preserving or affiliating perfecting.

Achieving/Directing. Achieving/directing people take charge. They believe in action. They quickly demonstrate competence and seek to have impact while getting things done. Given a slow-moving situation, they will rise to leadership positions and try to move. They are proactive-they don't wait for others. They plunge ahead with a sense of energy and urgency. They would rather move and risk mistakes than slow down and complete an analysis that could prevent the mistake.

Accommodating/Harmonizing. Accommodating/harmonizers are the peacemakers-the arbitrators who want everyone to be happy. They want every situation to end with "win-win." They are sociable, harmonious, and constantly seek to develop harmonious relationships. They believe in sensitivity and tact. They will accommodate others and put their preferences aside for the desires of others. They seek to avoid confrontations at all costs.

Achieving/directing and accommodating/harmonizing individuals move quickly. They want action-even though they seek it for different reasons. They want to move more quickly on everything then affiliating/perfecting and analyzing/preserving individuals. Achieving/directors want to move so that they can get on with other things. Accommodating/harmonizers want decisions so that harmony can return and everyone will once again be happy. While their goals are the same, their tactics will be very different.

Given the constancy of the different styles, it is helpful to develop styles for communicating that are comlimentary to the style. The affiliating/perfecting personality will be persuaded differently than the achieving/director. The accommodating/harmonizing individual will thrive in a different atmosphere than that of an analyzing/preserver. The most and least effective differ for each of the four types. For each of the four types we will examine what persuades the individual, how to be most effective with this type of individual, the most effective environment, and the least effective environment for him/her.

Most Effective Environments

Affiliating/Perfecting. These individuals will invest most quickly in worthwhile causes. Appeals to principles, asking for help, and appealing to excellence while showing concern and the potential for self-development will persuade the individual to work in a given situation. Effectively working with this individual will require stating goals and purposes, being accessible, sharing, being dependable, acknowledging trust, showing sincerity, and being team-oriented. The least effective environment is one in which betrayal, personal criticism, ridicule, failure, or lack of support exist.

Achieving/Directing. Individuals with achieving/directing personalities will be persuaded if you emphasize new opportunities. They are seldom willing to pass up a new challenge. They will also join quickly when reminded of their competencies. Effectively working with these individuals requires being responsive, listening carefully, speaking with assurance, respecting their autonomy, admitting your own limitations, recognizing their skills and competencies, asserting yourself, and being direct when stating your purposes. They are at their best in an environment that is competitive, allows risk taking, presents challenges, and is new and different. They are least effective when being ignored or blocked, or being victims of unilateral decisions. They will be equally disturbed when they perceive themselves as victims of unilateral decisions, or when they are handed menial responsibilities. The most distressing environment will result when they feel that they cannot control the factors that are determining their fate.

Analyzing/Preserving. This individual will be persuaded by time to think. Attempting to rush this individual will most often slow him/her down even more. Time is needed to analyze the proposal. Ideas presented in a low-risk, "by the way attitude" will receive a more favorable reception than the challenge of doing something risky but neat. New proposals tied to old conditions will prove less threatening. Facts and figures will help this person make up his/her mind.

Being predictable, showing purposes clearly, providing details, moving slowly, working systematically and objectively, while being fair, consistent, and prepared will provide an effective working relationship with this individual. The most effective environment is unemotional, factual, inquiring, and practical. The least effective environment is inconsistent, highly charged with emotion, or one that forces premature decisions, or fails to take the issues seriously.

Accommodating/Harmonizing. People with this basic style are persuaded by including others in activities, using humor, praise, and appreciating those in the spotlight. You will be most effective working together if you are friendly and informal, express yourself clearly, give encouragement, provide guidelines for actions, show flexibility, display a sense of humor and tact, keep things light, and reassure the person about how he/she is liked. The most effective environment is accepting, social, flexible, and informal. The least effective environment is unfriendly, critical, formal with routines and details, or a situation dependent upon a firm schedule.

The preceding pages presented information on the four basic styles and the most effective environments for working with individuals of each style. The positive characteristics are apparent. Just as each style has positive characteristics, each of the styles can become excessive. The following section deals wth the excesses of each style. Excess occurs when the strengths "go too far." When an individual is in excess he/she is not managing his/her style well.

The Characteristics of Excess

Affiliating/Perfecting. In excess, an affiliating/perfecting individual will be reluctant to work on tasks that show little relevance or purpose. A frequent comment might be, "But what is the point?" This individual is likely to become so involved in the problems of another that he/she may lose perspective and could therefore "give up" things that are important because of the greater needs of the partner. Their views may be judged naive. They may become over-sympathetic or over-protective. These forms of attention may mask the true problems or potential of the other and therefore allow the supporter/giver to give, and give, and give while getting little back in return. It is often impossible for these people to take initiative. They may wait to see what the needs of the other are and sublimate their own needs in order to be ready to assist in every way possible.

Affiliating/perfecting people may become self-denying, impractical, or gullible. They may feel obligated, over-protective, while becoming passive and over-committed. They are impressionistic and easily influenced.

Achieving/Directing. In excess, an achieving/directing individual becomes domineering. This creates a situation in which they may cut off information from others. They may intimidate and sacrifice thought and the well-being of others while steam-rolling ahead with a sense of emergency. They may take on a challenge for the thrill of something new-not stopping to think about what these behaviors might do to those around them. The challenge and excitement of something new might be so great that they are willing to forget about old projects, just dropping them, to move on to new adventure. They may also force issues to such an extent that those around them feel as if they are being interregated.

Excessive achieving/directing characteristics are domineering, impulsive, arrogant, and erratic. They may appear to be overbearing, coercive, contentious, impatient, and put forth a lot of pressure.

Analyzing/Preserving. In excess, an analyzing/preserving person will take too much time researching, regardless of the position of those around him. They may confuse close associates with too much information, giving all of the points both pro and con for everything. The purpose of the information-gathering task may fade from view as the analyzer/preserver pursues just one more study, or one more source of data. This individual may become inflexible-so convinced that the data support a particular approach that it makes no sense to entertain other ideas. Once having gathered sufficient data for a decision, this person may forget how difficult it may be for others to change. This last point is an interesting twist, since it is the analyzing/preserving person who is also very slow to decide.

In excess, analyzing/preserving people often become rigid, uncreative, data bound, unfriendly, and stubborn. They may present cases that are much too elaborate, or continue plodding while nit-picking and becoming increasingly critical of the opinions of others.

Accommodating/Harmonizing. Accommocating/harmonizing people all too often lose track of their own courses. They become so concerned that everyone else is happy-that everyone else is winning, that they may concede points that would keep them on course. They may become too accommodating-too concerned with the need to please others. They may also become difficult to figure out. A position that was espoused once may go by the wayside if it becomes apparent that another position is more popular. They may also make so light of the situation that those with sincere concerns may become alienated. They may become unaccepting of situations that do not permit compromise, always wanting everyone to win and be happy.

Accommodating/harmonizing people may be viewed as inconsistent, aimless, childlike. They may appear agitated, while avoiding confrontation. They seem to lack conviction. They are manipulative. They are over-compromising and deluding.

While each style has very positive characteristics associated with it, it also holds the potential for becoming excessive. The more favorable a situation is, the more likely the person is to go into excess. Learning to manage one's basic style is the key to staying out of excess.

Equally possible when in stress or a less favorable environment is the chance that an individual will undergo a shift in styles. When this occurs, a person who is affiliating/perfecting in easy-going situations may become achieving/directing. Or, one who is accommodating/harmonizing in calm environments may become analyzing/preserving. Any possible shift may occur. It is impossible to predict how an individual may react to stress. Equally possible is that an already analyzing/preserving person will become even more analyzing/preserving. All of these are possibilities. Just as it is possible for an individual to be in excess a great deal of the time. Each of these conditions signals that an individual is not managing his/her style well. The only way to know how a person responds in stress is watch how the individual changes. Be ready to acknowledge that any possible change may occur. Those persons who switch dramatically from one style to another are the most difficult to predict and from these situations come statements such as, "I don't know what happened to her. One minute she was sitting here thinking about the job. The next minute she flew into a rage." A dramatic change in behavior like this indicates that the person in question was in stress-and that her basic style changed dramatically.

Not all stress sifts are for the worse. One who is naturally affiliating/perfecting may become achieving/directing and thus be energized to act more quickly-to accomplish more than would ordinarily happen in the same period of time. The person whose basic style is achieving/directing may become analyzing/preserving. This shift would slow the individual down. Stress under these conditions would buy time. It would provide time for concentrating on data that would be ignored by the basic style.

The real question is not which style a person is, but how well the individual manages his/her style both in easy-going situations and in stress. All styles have very positive characteristics and you are what you are. It is the modulation of these styles that will make for better relationships with others. Learn to keep your style out of excess. Learn the most favorable environments for the styles of the persons that you work with. Work with these styles-not against them. You can't change them. You have to learn to modulate them.

How Information about Basic Styles can Help. The most obvious ways in which the information about the four basic styles can help are probably the most important. Determine if the people that you are working with are fast or slow paced. Accept them for what they are and develop strategies for working with them. They are not going to change, and you will only frustrate yourself and jeopardize the working relationship if you ignore their style and insist upon doing things your way. Suppose you are achieving/directing and your site director is analyzing/preserving. Conflict. You want decisions made quickly. You want to move on. He/she wants data, time to examine all the variables. What do you do?

Acknowledge that the person needs time. Don't spring anything on him/her. Present your ideas systematically, in a non-threatening way. Present an adequate timeline for the decision. Allow enough lead time so that the person you are working with will have time to think through the proposal. Point out how what you are proposing will fit into what is already happening. Respect the others person's need to work cautiously and carefully. Don't rush.

What if you are affiliating/perfecting, and the person that you are working with is analyzing/preserving? You may work at a common speed, although affiliating perfectors often shift speeds. You both may want time to work out whatever you are proposing. Your idealistic goals will compliment the data-gathering needs of the other, but this could become a source of conflict. While you are seeking idealistic ends, your opponent will gather data and perhaps reason that the data suggest an answer that you don't want. You will want to stick to your ideals and your opponent will want to go on the basis of the data. Understand where the points of conflict will most likely occur. Be prepared for them.

If you are achieving/directing, and your opponent is accommodating/harmonizing, new sources of conflict are possible. Speed will not be a problem. You will both want to act quickly. Your motives will differ, however. The accommodating/harmonizing opponent will want a peaceful resolution. You probably don't care as much about keeping the peace. You want to move on and make a quick decision. It may distress you that the accommodating/harmonizing person might compromise just for the sake of a decision. Your risk-taking attitude should acknowledge the motivation of your opponent. Remember that your opponent will quickly go with alternate suggestions (unmarried to one position or another) just as long as the atmosphere is harmonious.

An affiliating/perfecting person faced with an accommodating/harmonizing person has a great challenge. Your speed of working will produce conflict, and your goals will be different. Your emphasis on ideals and always doing the best possible job will conflict with one who is satisfied to keep the peace and move at a faster rate. This is probably the most difficult combination of styles. You won't want to see your ideals compromised for the sake of harmony. You won't want to make quick decisions. Realizing what is going on is important, and realizing that your motives are far apart will help. But knowing that your opponent will swing from one side to another to prevent an argument may grind at your soul. If you take steps to structure the situation to your liking and work to promote that position with others ahead of time, your chances of working out a pleasant relationship with an accommodating/harmonizer are increased.

Developing Techniques for Working Together

Assertiveness Training

Assertiveness training began to receive a great deal of attention in the mid 1970s with the publication of "The New Assertive Woman," (Bloom, et al., 1975). This book was a natural outgrowth of the women's movement. It and a substantial number of other books (Bower & Bower, 1976; Baer, 1976) emphasize assertion in comparision to acquiesence, based on the need for most women to assert themselves on the basis of their needs and feelings. While this direction makes a great deal of sense in terms of the women's movement, it is only half of the picture. Stereotypically, men are more often aggressive in situations in which the situation would benefit from their being more assertive.

While stereotyping is helpful on the onset of this training, for the purposes of site managment, it is equally important for aggressive behavior to be tempered and for acquiescent behaviors to be diminished. However, the most successful people are capable of moving from a position of acquiescence (when the situation really doesn't matter) to a position of assertion (when it is realistic and honest to negotiate the outcome) or to a position of agression (when there are really no choices about what must be done).

The difficultly of this task for the site manager is to determine the relative value of each of the issues. The value of the issue then determines the position that the manager should take. Always save aggression as the absolutely last alternative. The potential for threatening a working relationship is constantly present when one becomes aggressive. Very few situations will merit the risk.

Gilmore (1978) has formulated the following list of behaviors that describe aggressive, acquiescent, and assertive behaviors. Before studying the list, note that there are two columns of aggressive behaviors, active and passive. Most of us are as familiar with passive aggressive behaviors as we are with active aggressive behaviors, though frequently we have lacked a label for the passive aggressive acts. It is important to learn the differences among:

AGRESSIVE		ACQUIESCENT	ASSERTIVE
Active	Passive	compliant	clear
unilateral	sullen	agreeable	direct
non-negotiable	aloof	accommodating	open
forceful	condescending	accepting	purposeful
hostile	disapproving	peacekeeping	predictable
threatening	sneaky	self-denying	collaborative
intimidating	ignoring	self-effacing	fair
ruthless	rigid	avoid hassle	thoughtful
over-powering	arrogant	powerless	confident
proud	withdrawn	mindless	helpful
provocative	rejecting	wishy-washy	firm
indignant	coy	unresponsive	genuine
pushy	manipulative	overlooking	reasonable

Both forms of agressive behaviors are equally agressive. Agression implies controlling, and it is as controlling to be sullen, sneaky, or manipulative as it is to behave in ways that are unilateral, ruthless, or pushy. Certainly the behaviors differs, but the result is equally effective-controlling the situation. In many respects, it is probably more difficult to change passive agressive behavors because they are so much less overt. Achieving/directing persons are often agressive.

Acquiescent behaviors, on the other hand are much more traditional for accommodating/harmonizing people. The adjectives used in the LIFO training apply directly to acquiescent behaviors. The acquiescent individual is agreeable, accepting, peacekeeping, avoids hassles, and is wishy-washy. This is the classic, "I don't care," individual, the one who can't decide which restaurant to eat in, or which show to attend. Acquiescence should be demonstrated only when you genuinely don't care-when it really does not matter to you what the decisions are.

Optimally in the course of site management, your most frequent posture should be assertive. Behaving in clear, direct ways that are purposeful and thoughtful will increase your acceptance and demonstrate your sincerity for working with site people. It will also enable you to develop a greater understanding of what the situation in which you are working is. It will focus your attention on investing in the working environment. It will demonstrate you to be open and integrative in your decision making. Basic styles of either affiliating/perfecting or analyzing/preserving will be more likely to be assertive.

If your basic style is achieving/directing you are more inclined toward aggressive behavior. If your style is accommodating/harmonizing, you will tend to acquiesce. But just because these may be your natural tendancies, you need not think that you are destined to behave in these prescribed ways. You need to realize that it will take work to learn to modulate your style, and managing your style in new ways will be difficult. In addition to the problems that surface when anyone undertakes major behavioral changes (and the modulation of styles) come the needs to monitor behaviors much more carefully than you have probably every done before.

A third problem is that agressive or acquiescent behaviors may not only be your preferred styles, but also the styles that you value most. You may feel that you are working with "who is the boss." Likewise , your needs for peace and harmony may be so great that you feel that the way to be liked and get things done is to show no preference for handling situations. And thus, we return to the question of attitudes. In addition to changing behavior, you are also faced with the need to determine what your attitudes are about the different behaviors. The extent to which you feel positively toward agressive or acquiescent behaviors represents the level of difficulty that you will have for changing your ways.

Motivation plays a key role in these types of behavior changes, and again we return to attitudes. If you are genuinely interested in working with sites, learning to modulate your style is very important. If you see yourself as someone whose life's work will involve a variety of people in many different situations, or if your plans are to become more assertive and less agressive or acquiescent, accept the hard work ahead of you to change your behavior. If the plans and goals mentioned above are not important to you, if you genuinely prefer work and relationships that are as those suggested above, then there is little need for you to undertake the difficult chore of managing your style.

Note that the word "managing" has been used frequently in the last few paragraphs. It has been suggested by Atkins (1978) and Tyler (1976) that management of a style is the most change that is reasonable for a person to achieve. It is unrealistic to strive to change from being achieving/directing to affiliating/perfecting. It is just as impossible to move from being analyzing to achieving/directing. It just isn't your style.

One of the steps in modulating your style is to become more aware of the circumstances that may develop. This proactive versus reactive posture will allow you to think through situations as they materialize. The fewer times that you are caught off guard, the greater the number of times that you will be able to modulate your behavior. If you are achieving/directing and your group director is analyzing/preserving, recalling that the other person will require time to collect and analzye data is an important proactive step. Give that person enough time to work through the critical details before imposing even the first real meeting. Think through the data yourself.

If you carefully analyze the situation for yourself, it is highly likely that you may come up with the same conclusions that the site manager formulates. This preparation on your part may allow you to assert your position without "losing it" and becoming agressive. Negotiation is the most preferable route.

Additional problems for the individual inclined toward achieving/directing stem from wanting quick decisions and actions. At least fifty per cent of the population will be moving at a slower pace, and to accelerate them will be an almost impossible task. To force them to move more quickly than they are genuinely comfortable moving will probably prove to be so unpleasant that serious difficulties may arise. One helpful strategy would be for you to prepare the data for them. Present it to them. Don't expect them to react immediately even with information presented in this form, but by giving them the data they are spared the chore of collecting it for themselves.

Determining the Merits of your Behaviors

It is difficult for many people to negotiate, either because they want everything their own way, or because they won't express opinions and feelings even on things that they feel strongly about. Conflict. Before beginning any discussion on a new topic-one that involves making a decision that you and your site people can live with, it is important to determine how many of the issues really matter. This tactic will help you determine the stand that you should take. A good ratio would be (from an agenda of ten items to discuss) being flexible on at least half, negotiating the rest, becoming aggressive only if the issue will seriously jeopardize the implementation. It is also a good strategy to begin the session with points that will easily be agreed upon, move to issues that can be negotiated, and wedge the most serious issue in so that it neither begins nor ends the meeting. A meeting with this structure will promote an environment where all parties feel that they are contributing and having their positions taken seriously.

Summary

The attitudes and communication skills that the site manager brings to the job are probably the greatest contributors to the success of the implementation. Realizing that site people will experience confusion, be forced to make decisions, and experience many changes will allow you to sense the breadth of the implementation in terms of its complexity.

Learning to accept and understand the position that the site people are in will make any site manager more empathic. Investing the time and energy that it takes to understand the intricacies of working with a new site will promote the climate for working closely together, particularly in the initial stages of site implementation, when so much is happening and you don't know each other very well. Building the level of trust that facilitates continuing implementation is a slow process, a process that is facilitated by the manager's sincerity and ability to come across as a genuine person who is working for the best interests of the site.

Several suggestions were made for developing acceptance. The development of acceptance is enhanced by looking upon diversity as a positive thing-realizing that the strengths of different personalities and experiences will provide information and perspectives that will enhance the implementation.

The site manager's ability to communicate clearly and precisely both verbally and nonverbally while learning to listen and paraphrase will greatly facilitate the implementation. Paraphrasing means repeating in different words the information and the feelings of the speaker. This procedure gives you an opportunity to determine whether or not you have understood what the other person intended.

The LIFO scale of determining the four basic personality types of people can be a great aide in understanding why the people that you are working with do things in the ways that they do. It can also help you to determine the environment that will be most and least helpful for people of different styles. The characteristics of the four basic styles are fairly distinct. Stronger and more satisfactory working relationships can develop by thinking about the styles and the best ways to interact with each other.

Assertive behaviors are recommended for as many working negotiations as possible. Aggressive behaviors that are either active or passive that are aimed at controlling the situation will seldom serve to enhance the working relationship in the long run. Acquiescence is recommended on those issues that really don't matter. While modulating one's behavior is recommended so that an individual who is basically achieving/directing learns to exchange the natural tendency to be aggressive for more assertive strategies, it is acknowledged that one's basic style does not change. Learning to modulate one's style is a difficult task greatly facilitated by high motivation.

Chapter 4

Conditions of Management

Site managers most often find themselves in one of three predicaments: managing a new site, becoming the new manager of an on-going site, or continuing as the manager of an on-going site. These three conditions pose different problems, they require the manager to have different perspectives, goals, and strategies for handling these very different situations.

Managing a New Site

One of the greatest challenges of field work is the initial implementation in a new site. It is always preferable to pair a new site with an experienced manager. An experienced manager has a perspective that can order and limit the importance of innumerable situations. Experience teaches that every issue is not a crisis, and this is a valuable perspective when everything is new.

Developing a Timeline. New sites will not look like well-implemented sites over night. It is always important to view each site in light of the length of time that it has existed, and the status of its goals. Developing a timeline should ideally be a shared task-one that the manager works on with the site staff. Among the critical entries for the timeline are:

1. Meeting with Administrators (3 months ahead.)

   These meetings should take place as soon as it is evident that an implementation is going to take place. The meetings should begin long before the actual changes are scheduled as implementation.

Meetings should be scheduled with all administrators who will take part in the implementation. In a school district, these meetings might involve the superintendent, an associate superintendent in charge of curriculum, the director of early (intermediate, etc.) childhood programs, the director of evaluation, the principals and assistant principals of all schools, reading, or other basic skills specialists in the schools, and any other personnel that would be appropriate-such as resource teachers, coordinators, etc.

It is best to schedule the first meeting with only the superintendent and associate superintendents. Assume that while these persons have committed to the implementation, they may still be uncertain as to what their roles will be once the project begins. Their roles may depend upon the power structure of the district as well as the sources of funding. So this may be an area that you need to negotiate. If this is a district with a great deal of community involvement, and one in which the superintendent interacts regularly with the staff in all schools, the manager will want to meet with this group regularly. One of the goals of the early meetings should be to ascertain just how involved the superintendent appears to want to become. This involvement will differ substantially from one implementation to another.

It may also be appropriate to meet with the local school board. Any sizable implementation will come to the attention of the board. In fact, most implementations must have the okay of the board, even if it is a perfunctory motion. Therefore, at the first meeting with the superintendent, it is appropiate to volunteer to meet with the board. The superintendent is the board's designate in charge of running the district. The superintendent decides what to present to the board, when. School boards traditionally meet reguarly, and most often in the evenings. Find out what the schedule is, and even if a formal presentation is not expected or encouraged, it is a good idea to at least attend a board meeting. Most meetings are open to the public. If your project is scheduled for discussion, it would be appropriate to attend the meeting as a member of the audience.

2. Reviewing the Facilities and Personnel. (3 months ahead.) If it is at all possible, schedule a site visit after the committment to the project has been made and before the first meetings are scheduled. If necessary, this trip could be combined with the first round of administration meetings, but it is really best if this visit can be independent of those sessions. The purpose of this visit is to look over the facility. What is the physical plant like? How close together are the classrooms? Is one or more than one building involved? If several buildings are involved, how far apart are they? Planning for the training and first few followup sessions will depend greatly upon how long it takes to travel from one part of the site to the next. What supplies are readily available at the

site? In these days of spiraling expenses, it is not uncommon to find short paper supplies, or other unforseen problems. It is best to find out these things in the initial planning stages-while there may still be some flexibility in the budget.

Equally as important as reviewing the facilities is the opportunity to meet the staff before the implementation begins. It is particularly helpful to see teachers and classes before implementation begins if the new program is substantially different from the programs already in use. The greater the innovation, the more important this initial visit. How do the teachers manage their classes? Are things generally well organized or poorly organized? How do the teachers and children spend their time? Do the children appear to behave well? What is the atmosphere like? Are the teachers strict disciplinaries, or are the classes pretty open and are children allowed to rove around? What kind of teaching is taking place? Does it look as if the students are learning? How is the teacher using materials? What does the room look like?

In addition to looking at the teachers in order to get a "before" shot of how things are, if you will have the opportunity to participate in the selection of the onsite personnel, take it. Meet with the principal and the superintendent (if necessary) to set up the administrative procedures. How many positions will there be? How will the positions be organized? Think about the relationship of these positions to the existing positions. If there is a "director," who will he/she report to? Think about the titles that you want to use. Some titles imply power that the positions don't have. "Director" implies that this person is in charge. If the position is really one of coordinating the efforts of the project and the regular educational program of the school, then coordinator is a better choice of title for the position.

If the parents are to assist in the selection of the personnel, this is the time to begin working with them. They may have well-formed opinions of many of the persons in the school. They can be a great help in this stage of the selection. While it is not important that the final decisions be made about the positions quite this early, it is reasonable to try for a firm committment from the local administrators.

A word of caution. It is important to get the local administrators in gear as quickly as possible. Therefore, every attempt should be made to get people into the staff positions so that you know who you will be dealing with. But, if it is at all possible, view the assignments as temporary.

It is dangerous to assign people to positions prematurely because it very often becomes very difficult to change personnel. The larger the system, the more difficult the changes are. In fact, it can take years to remove unwanted people from project positions. Postions on funded projects are often viewed as prestigious rewards and persons holding those positions frequently are reluctant to abandon them to return to their old jobs. Therefore, this message is somewhat contradictory. It is in the best interest of the project to appoint the local staff as quickly as possible, but it is also in the long term interest of the project to choose personnel carefully, and that may take time. Opt for "temporary" assignments if possible, but remember that even with temporary assignments, people will be hard to budge once they are settled into a postion. Weigh all of the options. Rethink the information presented earlier in the LIFO scale. What "types" are the people that you are considering? How will they work with each other? How will you work with them? The easiest people to work with are those who are assertive and yet will take direction. This curious blend allows them to be self-starting and yet following, simultaneously.

3. Meeting with Parents. (3 months ahead)

Community action has become increasingly common since the late 1960's. Many large-scale funded projects mandate the involvement of parent groups. It is now common for parents to participate in the selection of programs for their children. There are many types of Parent Advisory Committees (PAC's) that are very active in their children's educations. The superintendent will know what the status of the PAC or PTA is in the schools in which your program will operate. Plan to meet with the parent group as soon as possible. Parents participate in these programs in a variety of ways. They are instrumental in their children's attendance, and they will frequently want to be trained in the new program so that they can work with their children at home. They may want some guarentee early in the implementation that parents will have an active role in the program. They will want to be in on the initial planning.

Parent groups are often involved in the hiring and firing of personnel for special programs. This provision puts them in powerful positions within the program. It is ideal to present this group with job descriptions for as many positions as possible. Sample job descriptions follow for the site manager, coordinator (on site), and onsite supervisor.

These job descriptions are included here as samples that can be modified for different projects. The most important issue, though is that the site staff from superintendent on down have a clear understanding of what is expected of them before the actual program begins.

4. Ordering Materials. (2 months ahead)

   Little change in instruction can take place until the appropriate materials are on site. Site staff will often become frustrated if they receive training and are ready to do new things but then must wait until their materials arrive.

5. Formal Presentations. (1 month ahead)

   Formal presentations differ from meetings in a few critical ways. The suggestion of a formal presentation conjurs up thoughts of transparancies, slides, flow charts, or perhaps even films. A formal presentation might involve some or all of these visual aides. While meetings are important at the first few stages, and it is exceedingly important for there to be adequate time for people to exchange ideas and have opportunities to ask their questions, it is equally important for them to have as clear a demonstration or explanation as possible about the new project. A short film of an established site that includes administrators, students, staff, and parents, could present a concise image of the program. It is helpful for administrators to see and hear other administrators who have the same role that they have in another setting. It is important for teachers to see how their roles may change, and it is good for them to see other teachers interacting with students in a new setting. They may also benefit from seeing the new order and innovation that the project brings to the classroom.

If parents are actively involved in the established implementation, it is good for them to be depicted. Parents have a variety of roles in these implementations, and they can demonstrate the various types of involvements that they have.

6. Administrator Training. (1 month ahead.)

The training of administrators is at least a two-fold operation. On one hand, it is critical that the roles of the administrators be determined as specifically as possible. Remember that you are probably imposing a new structure on an existing superstructure. Keep this in mind, always, as you work with the new administrators. The development of a "Letter of Intent" or "Memorandum of Agreement" will help to work out the responsibilities of all involved persons. The precise content of such a document depends upon many things-the roles that the site staff will play, the roles of the project staff, and most important, the type of project that you are developing. A model "Memorandum of Agreement" appears later. Suggestions for developing one for a new site will also follow. This defining of roles and deliniation of responsibilities is the first step-a critical step in the training of administrators. Again realize that many of the terms and responsibilities may be completely foreign to the administrators of a new project. They will need a lot of help. Initially, it is not unusual for a site manager to work closely with administrators in proposal writing, ordering materials, completing reports to various agencies, planning staff training, and monitoring the program.

Administrators should receive administrative training and teacher training. The expectation is not that the administrators will become proficient teachers. But, a more reasonable expectation is that administrators should complete enough teacher training to know what the teachers are going through. In this process, they will develop a working knowledge of what to expect from the teachers. Frequently, administrators shy away from teacher training. They will find many reasons why they cannot participate in the teachers' sessions. If they do attend, they most often will not participate-they will find other things to do, or they will hop around from one session to another instead of spending full time with one trainer. Many of these problems will be avoided if the administrators' sessions precede the teachers' sessions. This slight temporal advantage gives the administrators an edge on the teachers. It may also give them the time needed to review and think about aspects of the implementation that they will soon be handling.

It is also highly recommended that administrators be included when the teacher-training takes place. They may be included in the same session, or they may have sessions of their own. The total number of people for training and the availability of trainers will be key in the factor in how these sessions are organized.

7. Teacher Training. (2 weeks ahead.)

Too often people skimp on the time given to initial training. With equal frequency, people have tried to "squeeze it in"-scheduling sessions after school, or planning early dismissals. Neither of these options gives the importance to the training that it deserves. Assuming that the teachers are utlimately responsible for the implementing of any program, it is in the best interest of the program for the teachers to be as well trained as possible. This need for complete training implies that adequate time is very important. In addition, set up the training in comfortable surroundings. While these conditions can usually be found in the home school, if these conditions can not be met there, thought should be given to moving the training session to to a more conductive location. One incentive for keeping the training session in the home school is that this location may be easier for the administrators, on the other hand, if their full participation is expected, this is more likely if they are "away from the scene."

The amount of time necessary for the initial training will vary tremendously from one type of program to another. It is highly unlikely, however, that much can be accomplished in less than a couple of full days. Just as the time necessary for initial training will vary from one program to another, the content will also obviously vary. One general consideration, though, is that it is important for the theory and rationale behind an approach to be interwoven into the actual practice of the teaching. While it is unreasonable to expect new staff to absorb all that is being told to them at the beginning, it is important that they at least be exposed to the thinking and planning that have gone into the development of the approach. Such background information may require time before it is absorbed, but if it is ignored, teachers will have many more questions than they will if they have at least been exposed to the background thinking.

It is possible that some teachers may have strong philosophical disagreements because of their early training and the new program.

While it is best not to begin a training session with these issues (you may spend all of your time on them and not get on to other things), anticipate that the issues will come up. Plan to devote time to questions. Realize that many seemingly simple contextual questions may stem from deep philosophical differences.

Explain the rational of the new approach. Weave the theory and rational into the other aspects of training. By interweaving the rational and theory into the other aspects of training, they will fall naturally into place-they will not stand out as awkward appendages. Remember that few teachers will comprehend the full scope of your training the first time around. It is not unusual for teachers to participate in a program for a couple of years before realizing fully the reasoning behind the various aspects of the program.

If monitoring will be a component of your program, this should also be explained during the initial training. Teachers are unaccustomed to being monitored. It is to deliver materials or messages. They will probably experience more than a little anxiety about someone coming in to work with them. There are several strategies that will make this working relationship less threatening.

a. Discuss how you will work with them in the classroom.
   Early in the training session, describe how and what you will do when you work with them in their classroom. Let them know

ahead of time the conditions of your arrival. Tell them: approximately how many times you will visit them, that you will work directly with the students as much as possible, that you will want to come when students are present and working in a normal instructional situation.

b. Emphasize that you are there to help. In virtually every school district, it is the principal and/or district personnel, exclusively, who have the authority to evaluate teachers. None the less, because teachers are not accustomed to people working with them, they are likely to become anxious about your visits, anticipating that you are there to evaluate them. If you plan to take notes while they teach, tell them so ahead of time. If audio or video taping is anticipated, tell the teachers as soon as the decision is made.

c. Assumed in "a" and "b" above is a third sample condition-that the person who does the initial training is the person that the teachers will be working with in their classes. Training of the teachers by the site manager who will be assigned to them is always preferable. The bonds for good site implementation emerge during the initial stages of teachers training. Even though trainers have similar goals differences come through during the session. Every attempt should be made to have the same person do the training and follow up, or the same person should at least participate in the initial training and first follow up. Think back to the presence of change, choice and confusion reduction as discussed earlier. Remember that these conditions are present for all of site staff. Constant personnel will make the implementation run much more smoothly than it could if a variety of strangers appear in the training sessions.

d. If data collection is a part of your project, explain the system during the initial training. Data collection is done infrequently in most schools, so if your project requires looking closely at the performance of students, the teachers should become acquainted with the types of information that you want. They should also be told how the information will be used. Who will look at it? Will the information be shared with other district personnel? Will the principal receive copies? If the principal receives copies, how will the information be presented? Will the teachers receive feedback? If not, why not? Teachers who are asked to collect data without being told what the data are to be used for, or teachers who know that data are being passed on to others in the district have legitimate complaints. They may balk at participating, feeling if they are not being treated fairly. It is in everyone's best interest to provide the teachers with as much feedback as quickly as possible. The feedback should be on the critical aspects of the data. What looks praticularly good? Where are the rough spots? Do some entries look "wrong"? Are the programs of a general sort that show up with several students, or does it appear that there are only a few students having trouble? If there are just a few students, how much and in what ways do these students differ from the other students? What kinds of remedial procedures are recommended for the students? What kinds of improvements do you expect from the teacher by the time the students are tested again?

In addition to criterion-referenced testing, most programs involve some type of standardized testing. Many teachers and some school districts are opposed to measuring students on standardized tests. Many feel that the scores from these instruments are not to be trusted and that they are misleading. Because of these attitudes, it is often important to check on the testing schedule. Pretesting should be completed before instruction begins, and the conditions specified in the Teachers' Handbook should be followed. It is a good idea to have some additional personnel on hand when the testing is actually done-someone from the district office or central board would be a good resource. This person could then rove around the school, monitoring the administration of the tests.

8. Developing Goals. (when the project begins)

The development of short-term goals is closely akin to the development of timelines. The basic difference is that the development of goals should be a joint effort, the collective undertaking, of the site manager, a representative from the district office, the principal or principals involved, representatives of the parents, the site coordinator, and supervisor. The first goals should focus on startup, the beginning of the implementation. Plan goals for the first few months. What are realistic accomplishments for the first ninety days?

Asking this group to come up with their own goals will focus them individually on the collective of the implementation. If they first mention things like, "Promote harmony with the staff," ask them to specify what they want to do. Try to make the goals as behavioral as possible. Emphasize what people need to do in the first few months of the project. These duties and responsibilities can later be developed into checklists. If the checklists are developed from goals, they can be very functional. They will direct the staff, and they will help to get things done. If used well, the checklists will help the staff structure their time and determine priorities. Unanticipated projects that appear out of no where can be measured in terms of urgency in light of the completion of the agreed upon goals.

This early development of goals can also establish an important habit for the implementation. It will serve to focus attention upon small steps, and this is exceptionally important in the beginning of a project-when perfection seems so far away. If the site staff focus upon the completed model that they hope to become, the steps for getting there may not even seem evident. They may become discouraged when they compare their position to that of an older site. This predicament can be prevented if short term goals are developed and met.

Combine the short-term goals with where you want the project to be in six months. How far away is that type of implementation? What kinds of things need to be accomplished in that first half year? Then, how about charting short term goals toward a six month period so that at any given time the staff can determine where they are, where they have most recently been, and where they are heading next? This is the "one day at a time" strategy-as long as the end is in sight. This complimentary approach can be very helpful.

The focus upon goals develops a positive approach for the site manager and the site staff. The focus is on what should be done-it is a positive focus-what are you striving for? What have you done this week towards _______? What is the next step? What are your current plans? What are the successes? Where are you ahead of schedule? How can you reward yourself?

By focusing the site management upon goals, the temptation to respond to daily emergencies (the brushfire syndrome) can be avoided. Not that this is an easy task-it isn't. This task is particularly difficult for the site staff. A teacher who presents a problem at 9:00 a.m. who is there-on site and wants an answer yesterday is going to get a lot of attention. And, of course the teacher is entitled to attention. On the other hand, if the frequency of these demands is such that the site coordinator is not making good progress toward short-term and long-term goals, then less attention should be paid to the interruptions and more attention should go to the goals. If the goals are unrealistic, that is a different problem. The main point is that it is very difficult for most people to map out plans and stick to them-particularly when working on big projects. We all need checkpoints. It is particularly effective to have outside monitors for these checkpoints. Outside monitoring can help to determine how realistically the timelines are. It can often see interferences that internal participants may miss.

Anticipating the Unexpected

"The best laid plans," and all of that... Inevitabley, there will be problems with a new implementation. Every experienced manager knows that something unanticipated is likely to happen. And thus the reinforcement of the phrase, "Every issue is not a crisis." Anticipate that unforeseen things will happen. Anticipate that all will not be smooth sailing. Anticipating where all the problems will be may be an interesting project, but there are more important issues to deal with, particularly at the beginning.

Careful planning and good training will not compensate for the removal of the superintendent by the board two weeks before the beginning of the project. Nor will they compensate for the materials order that should have been placed six weeks before it was. The best preparation establishes the project well enough so that when personnel replacementseven those in high places-are necessary, the project will maintain itself. This is why it is always necessary to work with all factions in the site from the very beginning. The Distar Arithmetic program taught the following rule for multiplying fractions, "First you multiply across the top, then you multiply across the bottom." This is good advice for the initial stages of an implementation. Work with the people at the top administrative levels, and work with the on site staff. You can also add to the rule-multiply everything else in between. Provide total orientation and coverage for the program. Make the program visible. Gain support for it from every conceivable source. Bases of support from a variety of positions will strengthen the total position of the project.

> One of two dichotomous positions can be taken when first managing a new site-the "ease in," keep as many things secret as possible so that the staff won't know what they are getting themselves into until it is too late position, or the position of keeping the site staff well-informed about what the new implementation will involve. In the second situation, site people can judge accurately what kinds of committments they must make, and how many changes they will have to make. I feel that site managers are always better off taking the second position. When informed, it is possible for people to weigh their reactions and make objective decisions. While it is impossible for anyone to understand fully what the implementation will involve before it begins, if things are at least carefully spelled out ahead of time there will be fewer surprises. Most people respond best when prepared.

One final suggestion for new sites. If possible, arrange a field trip for the new field staff to an established site. This experience will probably be most educational after the new site has had initial training and a little experience in their own implementation. Include as many of the new site staff as possible. Teachers seldom get to watch other teachers. While principals often find themselves in meetings with superintendents and other principals, how often do principals get into other schools? These experiences can be beneficial in several ways. They can demonstrate to the new staff that their implementation is part of an even bigger project. Staff can talk with others who share their responsibilities and concerns. They can observe students and thereby anticipate the reactions of their own students. They will also have the opportunity to talk casually with other implementors who are just a few steps ahead of them. Often, the site manager's advice will be better heeded when it comes from site people in the field who are "living" what the new implementators are experiencing. People at other sites have immediate credibility. Often a comraderie develops that makes people feel less isolated in their jobs. A kind of synnergy can develop that will affect both of their projects.

New Manager - Ongoing Site

Taking over the management of an ongoing site is a sticky business. The first important question is why is one person replacing another? Is the former site manager moving up and therefore not doing as much work in the field? Has the manager been replaced for incompetence? What has caused the change? Obviously, there are many possiblilities.

The conditions that culminated the change affect many important aspects regarding the site and the impending change of command. The extreme choices would range from going in blind in order to avoid being biased by what others may say about the history and existing situation to finding out as much as possible before the first visit. Either of these extreme positions is dangerous. The less obvious choice is in the middle of the road. Assuming that this is to be a smooth takeover and one that was not precipitated by the dismissal of your predecessor, schedule a joint visit. Work with the "former" site manager and look for several things as you do. The questions below can become a type of checklist.

What kind of relationship does the site manager seem to have with the director/coordinator?

Do they work well together, or do they seem at odds?

How familiar does the site manager seem to be with the site?

Does the former manager know the site staff by name?

How does the former site manager appear to spend most of the site visitation time?

Is most of the time spent in meetings or working with teachers and staff?

Does it appear that special considerations are being made because of your presence?

What does the "temperature" of the site seem to be?

How congenial are these people?

How does the former site manager fit in?

How do the teachers and aides seem to respond to having people visit them unexpectedly?

What condition are the classrooms in? Are they orderly?

On a ten-point scale, what is your initial opinion of the degree of implementation that exists in this site?

Who would you determine to be the most powerful person on this site?

How accepted is this program?

The appearance of a new manager in a well-established site is bound to cause some concern on the part of all of the site staff. Meetings should be scheduled with all concerned persons-the superintendent, associate superintendents, principals, parents, and teachers. In these meetings, not only should introductions be made, but the reason for the change should be given unless it is too personal to share. Site staff will frequently behave like orphaned children when such a change occurs. Regardless of the quality of the working relationship that they had with the former manager, that relationship was a "known". They could anticipate reactions and procedures. The change is an unknown. They may have a lot of questions, a lot of doubts.

A predictable reaction from the site staff is that they may make frequent references to, "But _______ always said that..." These phrases should be considered and dealt with. It would be a mistake to challenge the authority of the former manager. Much of the ease of the transition depends upon how skilled the former manager was in two major areas: dealing with the people on site, and the degree to which the program was implemented. If the former manager was skillful at dealing with the site staff, and the program is well implemented, relax. This will be an easy assignment. Frequently, however, one of both of these areas is out of kilter.

Following a Manager who had Difficulty Dealing with People.
likely that a former manager had difficulty dealing with the site staff then had trouble mastering the program. If this is the case, "repair" work

needs to be done. The length of time that the former manager was in charge of the site, and the site's history prior to that manager will make a big difference in the difficulties that must be faced by a new manager.

Another critical issue is what kinds of problems the former manager had. Was this a person who had a short temper and therefore got into arguments frequently? Are staff alienated or afraid to express their opinions? Did the former manager always insist upon getting his/her own way? Is there an atmosphere of rivalry or condescendence?

In quite a different atmosphere, was the former manager one who made promises to the site that were impossible to keep? Or did the manager simply fail to keep the promises that he/she made? If this situation exists it may be possible to heal the wounds a little more quickly. It will not take long for the staff to learn that their new manager follows through on committments. They may be surprised at first, but they will soon know that you are to be counted on-that they can depend upon you for the promises that you make.

If your style is quite different from that of the former manager, the site staff will have to adjust to that as well. If the former manager was achieving/directing and you are analyzing/preserving, there will be differences in the speed with which you move. There will be differences in the decision-making time that you need. There will also be differences in the ways that you react to new ideas and change.

If the former manager was accommodating/harmonizing and you are affiliating/perfecting, you will have still other problems to overcome. The style of the former manager sought to settle arguments and overcome problems by keeping everyone happy-always ending situations with a win/win attitude. Your style is very different. You will seek to work toward high ideals-not wanting to compromise for the simple sake of making others happy. Site staff who are accustomed to the win/win atmosphere will find the new strategies different. They may find the adjustment a little more complicated than you might anticipate.

What kind of style does the former manager have? What style does the director/coordinator have? How do these styles interact with the superintendent and the parents? Given the styles of these site staff, how different is your style? What kinds of considerations should you have? What kinds of strategies will be most important for the various staff members? "Sorting out" the stylistic information will help you to determine where the site has been and where you will take it.

Inheriting a Poorly Implemented Site. Sites may be poorly implemented for a variety of reasons. Inadequate training may have taken place in the beginning. People who were inadequately trained probably developed bad habits. The most efficient way to train is to work with a group of people-away from their daily responsibilities. This is not to displace the importance of follow up, but it is false economy to minimize initial training thinking that it will be easy to make up the difference later.

This situation often requires a "clean up committee," and these positions should be delegated to the strongest managers. Managers inheriting these responsibilities need to be able to work effectively with people while working systematically to implement better in the site. The "remedial" situation such as this is inherently more complex and difficult than an initial implementation. The situation differs because the site staff is not new-this time they are experienced, but they are experienced in doing things the wrong way. It will be much harder to correct their incorrect behaviors than it would have been to work with naive people to train them the first time around.

Strategies for Turning the Site Around. Careful planning is required to turn around a poorly implemented site. There are several steps to follow. An appropriate sequence appears below.

1. Determine as objectively as possible what condition the site is in. How many aspects of the implementation are in trouble?
    a. What kinds of data have the site produced? If the measurement of student performance has taken place regularly, what kinds of performance have these students had? Are there any patterns to the student performance?
    b. How cognizent is the site staff about the performance of the site? Do they know that their performance is unacceptable? Have they been in contact with similar sites? Do they realize that there are differences in the levels of performance?
    c. What is the attitude of the parent group? Parents are often very much aware of the site's condition when a site is in trouble. Check into meeting with these groups. How much time do the parents spend working directly with teachers and students in the school? How might they be more directly exposed to what is happening in the program? How might they help?
    d. What is the attitude of the administrators? How involved have the administrators been in the daily operations of the

implementation? Are they defensive? Do they have problems with the implementation? Are they willing to take steps to support the program and work with staff who are performing substantially below level?

e. What are the procedures for removing staff? The larger the system, the more difficult this task usually is. What is the position of the principal? What is the position of the superintendent? How do the parents feel?

f. What is the overall attitude of the site staff? Are they generally in agreement with the theory and rationale behind the implementation? Do they have serious concerns about one or more aspects of the program? How legitimate are their concerns?

2. Schedule meetings with the superintendent and other administrators to discuss your findings. Be as objective as possible. Present data that provides as complete a picture as you can make.

3. Develop short and long term goals for working with the site. These goals should be developed with the administrators. When specific teachers' goals are up for discussion, include the teachers in the planning sessions.

4. Determine the roles that all participants will have in meeting the short and long term goals. The greatest changes will have to be made by the site staff. It is doubtful that the site manager will be on site more than a few days a month—at the most. Therefore, while the site manager will be instrumental in the

appraisal of the degree of implementation on the site and the development of short and long term goals, the implementation of these goals will be taking place on site. Careful monitoring procedures are important. It will be necessary for the site manager to keep in close contact with the site staff. Frequent phone calls and other communication will probably be necessary for the site manager to know what is taking place on the site-how the site is progressing with its goals.

5. Establish check in periods with the group. Plan to reconvene for checking the progress of goals. These plans need to be made for the next meeting before terminating the initial goal-planning meeting. Establishing the date for the next meeting gives a note of sincerity to the whole procedure-it signifies that follow up will happen and establishes definite time periods for progress.
6. Conduct the pre-scheduled meeting. Ideally, this should take place no more than one month after the first meeting. A shorter time will not allow adequate time for change, a longer time will diminish the sense of urgency associated with the process. At this meeting, determine if the short-term goals were met. Then, develop goals for the next month. Reassess the long-term goals. Are they reasonable? Have conditions altered in ways that make in necessary to modify the long-term goals? Changes in staffing might make the modifications necessary.
7. Continue to meet on a regular basis for the purpose of evaluating the progress on established goals, setting new goals, and determining the propriety of the long-term goals. Initially (for six months or a year) it is possible that these sessions should

take place every month. A great mistake made by many involved in field management is that they spend very little time on their sites. There is no substitute for regular appearances, visits that demonstrate to the site staff that you are indeed working with them.

As the site progresses, if the progress is good, the monthly schedule may be adequate. It may take a year or more for significant changes to take place in the site. If this is the case, develop a "two year plan." This lengthy plan acknowledges the complexity of the changes. It also recognizes the priorities.

If the plan as outlined does not work, what are your recourses? Remember the limited power of the outside agent. There is really very little that a site manager who represents a sponsoring agency can do. The real power for change rests with the site staff. They are the ones who really have to bring the changes home to rest. If the funding agency can be called in by the sponsoring agency when the implementation is not progressing, this is one more recourse. This maneuver is a serious one. There are all kinds of political ramifications to weigh before deciding to go ahead. After considering the issues, it may make more sense to gamble on the funding agency's investigation than it does to continue to work with the site if no progress is being made. Site reviews are serious business. They are traditionally conducted by teams who appear on site and accomplish a number of things:

a. They will review records, all kinds of records: correspondence, accounts, time sheets, etc. There is a formal audit that is very much part of the procedure.

b. They will interview staff. Frequently, after being given a list of all staff, they will independently select persons that they want to talk with. They will often want to meet with a variety of staff members-people who have been with the project for a long time, and people to whom the project is new.

c. They will most likely want to spend a substantial amount of time observing. If the project exists primarily in classrooms they will probably want to spend more time observing than anything else. They will usually take notes during their observations. These notes, while they will not identify staff by name in the reports, will serve as data for the final report.

d. They will not want any members of the sponsoring agency present. This is a common precedure and one that provides an opportunity for the team to review the situation without interference from the sponsor. Local staff who attempt to structure the review in favor of the site or administration will usually find that the review team will make their own agendas. They will probably do all of their own scheduling around the regular school schedule.

Managing a new site and becoming the manager in an ongoing site have special problems unique to them. Continuing as the manager in an ongoing site brings different problems.

Continuing Management of an Ongoing Site

Continuing to manage an ongoing site provides great opportunities for learning about your program. You can also learn a lot obout the strategies of site management. People involved in educational change have seldom been directly involved in implementatons of more than a couple of years. Much more typical are the experiences of linkers or managers who have conducted a multitude of preservice workshops. Or, they may have been contracted with by the districts for various consulting assignments. Only large-scale projects provide the opportunity for districts or schools within districts to implement on a continuing basis.

Implementation takes time. It is doubtful that any significant changes occur in less than a decade. To accept this, it is important to look at the conditions that exist when an implementation begins and the goals for the new implementation. The more complex the implementation, the more time it will take. The more extensive the change in the behavior of the people most directly involved, the longer the time it will take in order for the behaviors to become most deeply ingrained.

Continuing management of an ongoing site is highly recommended. It is much easier to work with a variety of sites (or clients) for shorter periods of time than it is to work with a single client for a longer period of time. The initial honeymoon that follows the first round of training is relatively short-lived. What follows is the more difficult task of working both individually and with groups of site staff to fine tune the implementation. There are several areas for potential problems:

1. A site may accept less than maximal performance from the project. Often a new project produces results that are superior to those

that the site has known. When this is the case, any improvement (and obviously, the greater this initial improvement the more this is likely to be the case) is viewed as more than the site had done in the past. This is a difficult argument to counter. If the site is doing better than it has ever before done, it may be very difficult to convince it to move higher and faster. In fact, it may be that after the initial successes, the site may become less energetic and therefore actually show a decrease in performance.

2. There may be substantial staff turnover. This situation occurs more in big city sites than those that are in rural communities. The reason is simple, there is more opportunity for movement in a large city. Also, teacher contracts may have more provisions for mobility. In large cities the seniority of the teaching staff can greatly influence the placement of teachers and aides. The more experienced personnel are most often found in the "better" schools. Persons with less experience are most often placed in the more difficult situations. Thus, ironically, the teachers with the most experience have "easier" assignments than their less experienced colleagues.

Large city districts usually have personnel plans that are very complex. Often there are seniority listings that involve the city, districts, and schools. These multiple considerations precipitate transfers and teachers may be moved from district to district within the city because they have seniority over others. These conditions become particularly critical when budget cuts are made, or strikes occur.

Dealing with these changes is very difficult. The seniority policies are complex. The decisions are made by the numbers. Most often, people will not know where they are going or what their assignments will be until a day or so before they are transferred. To a great extent, the teaching staff may not have a say in their transfers, though the more experienced teachers will be affected less than the newer staff.

Regardless of the particular situations, staffing changes are quite common. Aniticipate that a certain number of positions will turnover every year. The only real safeguard against the changes is to anticipate as many of the changes as possible. Being well organized at the beginning of each year will also be a great help.

3. Teachers and administrators may "burnout". The subject of teacher burnout is gaining attention in the United States. Several centers have recently been established to deal with this problem. A funded project that expects different things (and usually more from staff members) may be exciting and novel at first. It may, however, become commonplace or downright exhausting for teachers who have worked extra hard for several years.

   One way to deal with burnouts is to rotate positions. If a teacher has always taught the entry level of a program, that teacher has not had the opportunity to see what develops with later levels of the program. Understanding and enthusiasm for the entire program can be generated if a teacher "moves up" with a class, or takes another class at a higher grade level. This same procedure is often successful with persons who are involved in supervisory work, or other administrative positions. The "newness" of a new position can often be just as restful as time away from a project. The additional benefit to be gained from these rotations is that one's perspective about the total project can be greatly enhanced.

4. Administrative changes. Over a period of years, it is conceiveable that a total changeover may occur within the administration. Unfortunately, at the highest administrative levels, changes with the superintendent (for example) will most often result in changes in the board and also with the associate superintendents. Therefore, when these changes occur, the site manager must assume that it is once again necessary to begin work with the new administration. It is every bit as important to work with the new administration as it was to work with the administration during the earliest stages of the implementation. In fact, it may be even more important to work with the new administration. Often, administrators on a high level are prone to implement "pet" projects of their own. They may be inclined to favor projects that they started and supported. Therefore, it is necessary to contact the new administrators as soon as possible, it is then necessary to begin working with them in ways that involve them as directly as possible to your project.

Changes in administrations can be facilitated by parents if you have a funtioning parent group. Administrators today are particularly responsive to the requests of parents. They encourage parent participation in the educational process at a variety of levels. The site manager, parents, and local site administrators should invite the new administrators to the local site. Every attempt should be made to demonstrate the total project to the administrators. After observing, it is also a good idea for the new administrators to meet with the total staff. This is a good time for people to discuss the goals of the project and the progress that it is making.

As the representative of the sponsoring agency, it is in the best interest of the project for the manager to meet the new administrators and give them whatever written materials and other things that are appropriate for the program.

5. Program change. A program that is responsive to data and one that is being implemented in a variety of settings is likely to change over the course of several years. The changes may be met with excitement or concern, depending upon how they are presented to the staff (and how often they occur). Every attempt should be made to involve the staff in the decisions leading to changes in the program. It is best for them to have an opportunity to discuss what they are doing, and how the materials and procedures might be changed. If there is an ongoing opportunity for input, staff will be more eager for the resulting changes. If the changes are made by the administrative staff, or the sponsoring agency without the opportunity for input from the staff, it is likely that the staff may be much more resistent to change.

Remember that change of any type is difficult for most people. When confronted with an implementation problem, many people would just as soon continue with the problem as they would change their ways in solving the problem. Change creates uncertainty and confusion, and it is best dealt with by first involving the people who will be expected to change in the delineation of the problems that will lead to the changes.

When presenting staff with changes, always emphasize why the changes are being made. If the rationale is given, most people will be more inclined to accept the changes. To impose changes on the staff without their input, and without providing the rationale behind the changes is asking for more trouble than you want. Also, changes that are directly related to changes in student performance are much more likely to be accepted. The more attention that can be directed toward students, the better. To focus exclusively on teacher behaviors is a serious mistake. Focusing on student behaviors makes a lot more sense to almost all teachers and administrators. Often, projects focus almost exclusively on the changes that will be expected with the teachers. How much more sense it makes to focus on the students. After all, student performance is really what the project is all about. Direct your comments to student performance-focus on how what you are suggesting will help the students.

6. Funding cuts. Programs are more likely to be well funded at the beginning than at any other time during their existence. This situation exists for a couple of reasons. Even though a funding level may remain constant, inflation eats away at a budget. Travel expenses may increase ten percent a year. Over a period of

five years, these increases can make serious differences in the budget. One way to get around this predicament is to always buy as much as possible as early as possible. By ordering a lot and early, you are almost certain to pay less than will be possible at a later date.

Budgets are frequently reduced on a systematic basis after the first year or two. The most prevalent reason for this is that most funding agencies assume that there are a certain number of "one time" or "start up" costs involved with any implementation. This is certainly true of some projects (PLATO, for example) but defintely not for others. Because cuts are almost inevitable, it is best to request generous funding. Then begin to plan realistically about where and how costs can be reduced. Anticipate that personnel costs will increase and that there are good chances that staff will ultimately be reduced.

Other Settings for Implementation

The references in this chapter have assumed that the implementation is taking place in a school system. While this is not necessarily the case, it is a fact that more implementations take place in school districts than in any other type of setting. An implementation in another type of institution such as a prison or residential school will differ in some ways, but the processes for working with new sites, or ongoing sites will be much more similar than different.

The major difference will be that the administrative structure will differ, there may be other programs operative within the institution that compete with the school, and the schedule for classes may be quite different. There may be opportunities for a night program. And, school may be conducted on a twelve month basis.

When implementing a setting that is not a typical school, it is important to find out as much as possible about the institution:

1. What is the school calendar?
2. Is school attendance mandatory?
3. How are students compensated for attending school?
4. What are the criteria for entering the various school programs?
5. Does the school program operate five days per week?
6. What is the administrative structure of the institution?
7. What is the position of the school within the institution?
8. What are the goals of the school administrators?
9. How does the school evaluate the progress of students?
10. What are the long-term goals for the students?
11. Why is the school implementing your program?

These are a few questions which provide a perspective for looking at the implementation of a new program within an institutional setting. Basically, the funding sources for the institutions are similar to those for the public and private schools, except that they may be entitled to even more sources or types of funding. These additional funding sources afford the opportunity for more and different programs, but they also dictate more complex record-keeping and evaluations.

Summary

This chapter has delineated the three major conditions of site implementation: a new site with an experienced site manager, an on-going site with a new manager, and a continuing manager with an ongoing site.

The most common problems associated with each of these conditions were presented, and guidelines for detailing successful site management with each of these settings were provided.

In addition, comments and suggestions were offered for working within institutional settings. While these settings most often have common educational goals, they may differ in several ways. These differences should be taken into consideration during the planning and implementation of the sites.

Chapter 5

Memorandum of Agreement

Many implementation problems can be avoided if there is a clear understanding of the goals and responsibilities of all parties involved. Orientation and training meetings clarify many things, but in addition to those meetings, it is important to develop a written document that the important parties agree to. When stating the issues and considerations in writing, things will become clear that might not have come up in administrative meetings or training sessions. Such a document can have one of several names. It might be called a "Letter of Intent," or a "Memorandum of Agreement," or it might simply become known as a "Contract." Regardless of what it is called, it should contain specific information related to the individual site.

The remainder of this chapter presents questions and answers about the development of a Memorandum of Agreement and includes a sample Memorandum. A sponsor will probably want to develop a general Memorandum that can serve as a model or general guideline. Then each Site Manager might tailor the general model to the specific needs of an individual site. It is doubtful that any two memoranda would be the same.

Many people shy away from writing down their responsibilities for implementation. But, the experiences of both the PLATO Site Managers and the Project Managers from the Direct Instruction Follow Through model suggest that a good Memorandum helps the overall implementation. It is in the best interest of all parties, however, to make the conditions as realistic as possible. Specify as precisely and realistically as possible what each group needs, and the Memorandum will assist the overall implementation greatly.

Chapter 5

Questions Regarding the Memorandum

What is a Memorandum of Agreement?

A Memorandum of Agreement is a written document that specifies the conditions and responsibilities for site implementation and management. It may be viewed as a contract. It is to be signed by representatives from both agencies.

Why Develop a Memorandum of Agreement?

Developing a Memorandum of Agreement permits the clarification of issues by both parties. It specifies the conditions for implementing a project in ways that are negotiated between the sponsoring agencies and the sites. By negotiating the conditions, and by preparing them in a written document, both sides have the opportunity to clarify their positions and work out arrangements that are satisfactory for them.

Who should be involved in developing a Memorandum of Agreement?

Minimally, representatives from the sponsoring agency and the site should participate in the development of a Memorandum of Agreement. Other groups that play important roles in the implementation should also be involved. These additional groups might include parents, or a governing body from an institution. Any other group that will be critically involved should also participate in the development.

Why should so many different groups be involved in the development of the Memorandum of Agreement?

Involvement in the development of the Memorandum of Agreement can guarantee the smooth functioning of a site. Persons whose responsibilities are to be spelled out should have an opportunity to formulate the goals and conditions of the implementation.

What happens to a Memorandum of Agreement after it is completed?

Copies should be kept by both parties. These copies should be distributed after they have been signed and dated.

When is the best time to develop a Memorandum of Agreement?

The ideal time to develop a Memorandum of Agreement is when the first plans for implementing a site are developed. The Memorandum can help in the initial planning stages for the implementation. However, it is better to develop a Memorandum with an on-going site than to do without. Anticipate more questions and issues with an on-going site than a new site.

How often should a Memorandum of Agreement be modified?

The Memorandum should be modified each year. The changes should reflect current issues effecting the sponsor and the site. Personnel changes should appear in the Memorandum. Increases or decreases in the scope of the implementation should be spelled out. Curriculum changes or any other type of change that will take place in the functioning of the site should also be included.

What are the critical parts of a Memorandum of Agreement?

The critical parts of a Memorandum will be somewhat determined by the type of project that the Memorandum involves. Generally, the Memorandum should include sections on:

1. General responsibilities
2. Agreements made by the site
3. Agreements made by the sponsor
4. Recommendations for assigning and reassigning staff

5. Curriculum requirements
6. Schedule requirements
7. Monitoring requirements and responsibilities
8. Estimations of student progress
9. Agreements by teachers and aides
10. Recommendations to be made by the Site Manager
11. Ways that the Site Manager will work with the site
12. Provisions for working with other programs implemented on site
13. Ways in which the consultants will work with the site
14. Services that the sponsor will provide to the site
15. The date of the agreement
16. The signatures of the responsible administrators

What are the initial stages in the development?

Draft a first version of the Memorandum. This is probably most easily done by the sponsor. It is likely that the sponsor can develop a general form for the Memorandum. The general agreement can be modified for individual sites. Each Memorandum should have the same basic components. The individual agreements should then reflect the special conditions of each site.

What is the next step after an initial draft is prepared?

The draft should be forwarded to the site. The site should be given adequate time to review the Memorandum independently. Then a meeting should be held during which the site reviews the draft with the site manager. Modifications should be discussed and negotiated at this meeting. These changes should be made. The entire document should be reviewed again. If it is okayed, it should be prepared for signatures.

Sections of the Document

General Responsibilities. This section should deal with the general work statement. It should articulate the sponsor's relationship to the site. It should identify the areas that the sponsor will not directly support, but encourage. For example, if psychological services are deemed important, and yet the sponsor has no provisions for providing these services, it should be stated that the local site is responsible for providing psychological services to the students. Areas in which both the sponsor and the site are responsible are to be articulated here. If the sponsor is responsible for parent training, this should be stated. If the site is responsible for working with the parent groups, this information should appear in the statement of general responsibilities.

Agreements Made by the Site. All site personnel positions are found in this section. If the site agrees to provide a specified number of teachers, that number should appear here. Likewise, if the number of students determine the number of teachers, that ratio is important to specify. If the teachers will be working under the leadership of another teacher or administrator, that position should be identified. Persons who will be hired to collect data, work with the parent group, and other special positions should be given titles and responsibilities. It is best to provide a ratio for each position with regard to students/staff so that the actual number of staff positions can fluctuate based upon the student enrollment. It is generally accepted that a teacher and aide are required for each 25 to 30 students. Data collection can generally function if there are no more than 200 students per data collector. If Parent Workers are required by the sponsor, at least one full time person should work with each site. The number of parent workers needed will depend upon the responsibilities that the position involves and the number of students. Obviously, parent workers who visit students' homes will be very different in number from those who conduct parent training.

Supervisory staff should be determined by the number of students in the project. One supervisor can work wth no more than about 200 students. This would average approximately 7 teachers and 7 aides for that supervisor (with classrooms a little under 30). This ratio is particularly important during the initial stages of implementation. It is possible that the ratio can be increased as the program matures and the teachers and aides become well trained and experienced. The ratio of teachers and aides to supervisors should always be kept fairly low if the supervisors are to be of any real help to the classrooms. Often supervisors become overburdened and then fail to perform their jobs well. It is better to have a slightly smaller ratio than the supervisors might be able to handle than to overload them so that it will be difficult for them to work effectively in the classrooms.

One important consideration when determining the number of teachers and aides to supervisors is that in many programs, most instruction occurs during the earliest hours of the school day. This means that the teaching schedules are similar. It is impossible to work in more than a couple of classes each day under these conditions. Therefore, there will be time each day when a supervisor cannot work directly with staff in classrooms. This time can be spent reviewing schedules, data, student records, or other forms of evaluation or materials.

Agreements made by the Sponsor. A brief description of all of the activities that the sponsor intends to work out with the site should appear here. Initial training conditions for administrators, teachers, and aides should be stated, as should how much time will be allocated to each of these aspects of training. Who should be involved? What will the sequence be? If a council or parent group is also to be trained, this information should also be spelled out in this section as well.

Provisions for inservice training should also be spelled out. How often will the sponsor provide inservice training? Who will be expected to participate in the training? Who will conduct the training sessions? Will all training take place on site? If training for one site may be conducted in conjuction with training for other sites, how will this be accomplished? Will training be done after school or on release time? How will classes be covered? Will the sponsor provide substitute teachers so that the teachers and aides can be released for training? How will training vary for different staff members? Will teachers and aides be trained together? Will experienced teachers be required to attend sessions with inexperienced staff?

What about staff who are having difficulty implementing? Can there be procedures specified here for working with persons who may require additional help? Where and what kind of help will be offered to them? What kinds of objective information can be gathered to support the need for additional training? Who will work with these persons? Will it be the responsibility of the onsite supervisors or will the sponsor assume responsibility for working with persons in need of additional training?

Recommendations for assigning and reassigning staff. These general recommendations are best drafted in a cooperative effort between the site and the sponsor. During the initial training, the Site Manager will probably make certain preliminary decisions about which staff would best be assigned where. There may be additional considerations within the local project that need to be taken into consideration before the actual assignments are made. These assignments can be made jointly. They should reflect information that the Site Manager obtained during training and the information that the local administrators have.

If possible, it is best to make all assignments temporary for the first few months of the implementation. While it may be that the initial hunches work out in the best interest for the project, once a person is permanently assigned to a position it is very difficult to make a change. It would be better to schedule in a trial period for some positions than it would be to assign people who may not work out and thus necessitate transfers. In the beginning stages of an implementation it is impossible to know who will work out and who will not. Some people perform better, faster than others. Yet, it is a mistake to assume that the initial high-performers will always outperform the others in the group. The willingness of the individuals to work hard in their new roles will make the biggest difference in how well they do their jobs. Therefore, it will take time before it is possible to know if the positions have been filled by the most qualified persons.

Whenever possible, recommendations for assignments and reassignments should be made on the basis of objective performance. If your project will be collecting student achievement data on a regular basis, that data will support statements about the performance of teaching personnel. The overall program data will support statements about the administration of the project and so on.

Absenteeism is another issue to be discussed in this section of the Memorandum. All projects depend upon the regular attendance of students and teaching staff. Excessive absences can seriously endanger the functioning of the project. Objective criteria should be specified in this portion of the agreement. Ten per cent absenteeism (or greater) is just cause for concern. Non-implementation of a schedule, or failure to perform other specific functions such as data collection or report writing are serious impediments to implementation and merit some discussion in this section. No program can be successfully implemented if the schedule is not followed. Likewise, if data collection is an important part of your model, the failure to collect data will make monitoring the project impossible. Also, failure to complete reports may seriously jeopardize the entire project. Internal reporting is necessary to keep everyone up to date. Likewise, funding agencies depend upon reports for evaluation.

Serious behavioral management problems in any classroom will limit the success of the instructional program. Data can easily be collected that will demonstrate the percentage of students who are not working, or are misbehaving at any one time. The presentation of these data can make a strong case for the reassignment of personnel involved in the project. It is not uncommon for special projects to inherit persons who are less skilled than other teachers and aides. Administrators frequently feel that such persons are better off in more structured programs where they will receive more training, monitoring, and supervision than they would be elsewhere. They may be right, and often the performance of these individuals will improve with the additional training and monitoring available in a special program. When the improvement does not come, it is important to have documentation to support claims regarding the individual's performance. You do not want the special program to become a "dumping ground" for a weak teaching staff. You want to begin with a staff that can be well trained to implement the new program.

If a sequence of observations, conferences, and follow-up observations are part of your procedures for reassignment, these procedures should be detailed in the Memorandum. Other appropriate procedures and the rationale for reassignment should also be included. If several types of teaching are required by your program, these should be specified.

Curriculum requirements. It is assumed that there are several special aspects to your program. Whether it requires the utilization of existing materials in a different way, or the use of new materials, the assumption is that the teaching staff will be working with your program in a prescribed way. Since this is the case, the Memorandum of Agreement should delineate which materials are mandatory in the program. It should also identify how the materials are to be used. If one teacher is to use a particular level of a program with students, include this information in the Memorandum. Occasionally, there will be problems getting teachers to use specific materials. For any number of reasons they may find the materials objectionable. Because of this, it is best to specify in the Memorandum which materials are to be used with which students. This specificity in the Memorandum clarifies the position of materials and makes it easier to identify what teachers may be balking at.

It is also possible to establish guidelines for progress through these materials. Most students should progress at a fairly predictable rate. It is reasonable to assume that higher performing students can progress faster than students of lower ability. It is therefore possible to determine the relative differences in the lesson progress of these students. If your program is experienced and developed enough to have worked out these progressions, they should appear in the Memorandum. These expectations should be reasonable, neither too high nor too low for the students that will participate in your program.

Schedule requirements. If you can determine approximately how much time your program will require each day, specify that time in the Memorandum. The amount of time specified should be reasonable. If you know, for example, that few teachers can complete your program in less than two hours per day, it would be ridiculous to specify less time. Be generous in your estimations. Remember that teachers usually take longer to teach during the initial stages of an implementation than they will at any other time. Afford them the luxury of a small cushion. Then reduce the scheduled time in a later Memorandum if it seems appropriate. Also, keep in mind that if less than the actual time is specified in the Memorandum, it is possible that many staff members will use this as an "out". They may use the statements of time that appear in the Memorandum as the maximum amounts of time that they are required to spend in the program. Once again, better to be generous in the amount of time that will actually be needed.

Monitoring requirements and responsibilities. The strongest and ultimately the easiest programs to implement are those that specify ongoing monitoring of students and teaching staff. Student monitoring may take a variety of forms. It may be possible to simply keep track of which lesson the students are on. It may be more important to note how much time students are spending in various activities. You may have a sophisticated process of criterion referenced testing of all students on a predetermined schedule, or your program may involve a combination of these monitoring processes. Whatever your plan, the provisions for implementing the plan should be detailed in the Memorandum. These details should include:

1. What materials will be used to monitor the students
2. The schedule for monitoring
3. The provisions for working with students who are not making adequate progress
4. A schedule for monitoring the teaching staff
5. Forms or other materials that will be used to monitor the teaching staff

If pretesting and posttesting are part of your program, the schedule and recommendations for this testing should be specified here. If you know how the results of these tests will be reported, and to whom the reports will be made, this information should also be added.

The more detailed the information is on testing, the more likely it will be that the testing and monitoring programs can be implemented successfully. It is also wise to answer these kinds of questions:

1. Which tests will be used?
2. Which levels of the tests will be used with different ability groups of students?
3. Who will order the tests?
4. Who will administer the tests?

5. Who will monitor during the administration of the tests?
6. How and by whom will the tests be scored?
7. How will the results be reported?
8. Who will write the reports?
9. How and to whom will the reports be disseminated?
10. How will changes in the testing process be made?

Answering these questions will help to insure that the implementation of the testing program will operate smoothly. It is very possible that procedures for your testing program can be coordinated with testing being done by other projects or the school district. If testing can be coordinated, you may reduce the workload of many people. If the school district does not normally conduct an annual testing program, it would be possible to share the results from your program with the district. Sharing the information could then serve several purposes.

Estimations of student progress. If your program has been correlated with student achievement it is possible to develop estimates of student performance to include in your Memorandum. These data might include anticipated student gains. They might also include projected progress of students. It is also possible for you to estimate the progress that you expect students in your program to make on general measures of student achievement. These estimations should be made realistically and cautiously. They should take the entry level of the students into consideration. They should also be adjusted in terms of the length of the school day, or the length of the period of time (days, or weeks) that students in this site will spend in the program. You might want to specify anticipated gains in terms of the minimal number of school days (or lessons) that students must spend in the program before they are counted in the evaluation. It is a mistake to include students who have been part of the program for a short period of time. There should be some agreed upon period of student participation for inclusion. These guidelines should determine the sample.

Agreements by teachers and aides. This section of the Memorandum should include all aspects of the implementation that are likely to affect teachers and aides. If the teachers and aides are to be closely supervised, it is important that a statement involving the rationale behind the supervision be included at this point. If the goal of the supervision is that teachers and aides be able to do their jobs more effectively, this information should be included here. If the information gained through these observations will be used by administrators to determine assignments or reassignments, this information should be public. If, however, supervisors do not have authority to influence the assignment or reassignment of personnel, a statement of this type is more appropriate. The district policy and state laws as well as provisions that exist in the union contract (if there is one) will determine how this section of the Memorandum should be developed.

The process of transfer should be included. It is sometimes necessary (but never advisable) to keep people in the program who would rather be elsewhere. It is in the best interest of the implementation of the program to assign people to positions that they want and those in which they will be successful. This statement should therefore include information on the process of transfer-what are the steps to be followed when an individual wants to be transferred.

Additional techniques that will be used for monitoring and training should also be included. Monitoring might involve:

1. Video tapes
2. Audio tapes
3. Teacher/Aide information sheets including
    a. Present teaching position
    b. Teaching experience
    c. Amount of schooling
    d. Type of education
    e. Ethnic code
    f. Birthdate
    g. Previous teaching experience within the project
4. Reports of teaching progress (lesson or page numbers)
5. Criterion-referenced tests
6. Final reports of teaching, including a summary of student progress
7. Error data-the number and/or type of errors that the students are making

Teachers and aides should know before the project begins what kinds of monitoring are planned. In some cases, it will be necessary to have written consent before taping or filming. If the materials will be used for anything other than inservice and preservice training, it will also be necessary to have parental permission or permission from the students themselves if they are of age. The more fully teachers and aides understand these conditions before they begin work on the project, the more smoothly the implementation should go.

Whenever taping teachers or aides, make provisions for viewing the tapes together at your earliest mutual convenience. In fact, add this provision to the Memorandum. Once the staff see that the taping is helpful to them, they will be more enthusiastic about the endeavor. A variety of things will stand out more clearly on tape than in more traditional observations. All of these points can be added to the Memorandum and used to strengthen the processes for preservice and inservice.

Recommendations to be made by the site manager. This section of the Memorandum deals with the role of the site manager as it pertains directly to activities with the site. A variety of activities might be included such as:

1. Establishing longterm goals
2. Establishing short-term goals
3. Developing goals for end-of-year
4. Scheduling students
5. Assigning teachers and aides on the basis of:
    a. demonstrated proficiency
    b. level of competency
    c. classroom performance
6. Scheduling preservice and inservice sessions
7. Regrouping students or making other changes in procedures
8. Establishing monitoring procedures for the site
9. Establishing monitoring procedures for students

These nine suggestions are separate from the ways in which the site manager and consultant will work with the site. The differentiation is that the first nine points are areas in which the site manager will recommend things to the site. The role of the Site Manager is basically one of recommender-the site manager has no real power to force the site to do things. Therefore, it is important to differentiate those areas of recommendation from work areas that the manager performs more autonomously.

Ways that the site manager will work with the site. This section should involve the pragmatic ways in which the site manager will work with the site. It is assumed that the site manager will serve as the link between the sponsor and the site. Therefore, it is necesary for the site manager to be familiar with all aspects of the sites functioning. The only way for the site manager to maintain this level of familiarity is to make frequent visits to the site and then while on site spend as much time as possible in classrooms with various staff. These sections should specify how the manager's time will be spent on site. It is highly recommended that a balance be struck between meetings and observations. Time is also necessary for working with the local supervisors. This blend of activities will provide the manager feedback on the total implementation of the site. Among those recommended activities are:

1. Contacting the director at least two weeks prior to a site visit to make arrangements for the visit
2. Determining prior to the visit who will be worked with during the visit
3. Arranging for meetings with administrators prior to the visit
4. Establishing which inservice sessions will be conducted during the visit
5. Developing goals for the visit, and meeting with the staff to review the goals
6. Providing feedback to the site staff immediately after the visit- this should be some form of written communication and should arrive at the site within a week after the visit. This communication should reiterate the final discussions that were

held on site before the manager left. The written communication reinforces the agreements that were made and may include agreed upon deadlines.

It is important that these communications be fairly widely circulated. All interested and involved parties should receive copies. This list might include the Superintendent and other Central Board persons directly involved in the program. A representative from the parent board or council should be included. When all interested parties receive copies, the same information circulates to everyone and lessens the chance that there will be miscommunication on any issues.

7. Conducting an "exit" conference. This meeting provides an opportunity to discuss issues that came up during the site visit. Therefore, there may be several items on this agenda, and the agenda will change substantially from one visit to another. It is possible that scheduling might occupy a prominent position on the list at the beginning of the year. A difficult staffing situation could be the central topic at a later time. The procedures for general monitoring and implementation will no doubt be discussed repeatedly. Materials orders and other business topics will rotate as necessary. This conference should be scheduled far enough in advance so that everyone needed can attend. While informal meetings may be held prior to this time, they should not take the place of a more formal meeting at the conclusion of a site visit.

8. Maintain at least weekly phone communication with the director or the director's designate when not on site. Regardless of the other types of communication that occur on a regular basis, frequent telephone communication is always needed. Messages are transmitted by phone that may not be picked up in writing. It is important for both parties to have a regular check in time each week-a time when they know that they will communicate with each other. While it is not critical that the conversation take place at precisely the same time each week, it is important that both parties have a reliable time for talking. Without a reliable time, it is very easy to miss each other.

   These conversations should cover a variety of topics. Information on particular students and teachers is important as are the administrative issues.

9. Decide on training and consulting priorities with local consultants and coordinators. In order to make effective decisions about training priorities, a site manager must have ongoing communication with the site. It is also ideal to collect some type of data so that objective criteria are the basis of the evaluation. The decisions about training and consulting are often complicated. It is sometimes more important to work with staff who need relatively little help and hold off on people in need of greater help. By working with those who are performing only a little below par larger numbers of staff members will soon be performing adequately.

There is a tendancy to work with persons who are in the greatest need of help. While this is a perfectly understandable and defenseable position, it also holds that an entire project is better off with a higher percentage of persons functioning well than it is if there are a number of "stars" and a number who have serious needs. Therefore, working with people in need of a little help can often strengthen the overall project.

10. Review report forms showing lesson day progress and criterion-referenced test performance. If the project is one that collects performance data on an ongoing basis, these data should be reviewed regularly and with an eye toward feedback. Review data quickly and send feedback to the appropriate people, perhaps a supervisor who will then work with the teacher or aide.
11. Prepare semi-annual and annual reports based upon site visits, and notes after the completion of each site visit. These reports allow the project director to keep up with the key events that are taking place on site. The reports that are sent after each visit should reiterate the agenda items from the "exit" conference. Names and dates should be included in the report for follow up committments. Copies should be sent to appropriate parties.

Mid-year and annual reports should consolidate the information from the site reports. These reports should include information such as:

a. The dates and names of persons who have visited the site
b. A review of the long and short term goals for the site

c. Any special or new problems

d. Suggestions for solving those problems

e. Additional information on the site that is of interest for the overall functioning of the site. This section might include information on specific aspects of the program, or news that an individual is changing positions or leaving the project. While these topics may not be correctly categorized as "problems" they are changes that may affect the functioning of the site.

f. A section that allows for "confidential reporting" of information. This confidential page would not be sent to the site. It should be last as a separate page with its own headings, so that it can be deleted without creating a hole. The manager may use this section to convey any confidential information to the directors of the project.

12. Spending a high percentage of site time in the classrooms. This percentage will differ somewhat depending upon the type of project that you have. But, it is likely that the closer the sponsor staff works with the site staff, the greater the chances to replicate of the sponsor's model within the site. Several sponsors in Follow Through (1977) trained site staff who then in turn trained the teachers who later trained their aides. By the time the training was completed with the aides there had been four "layers" of training. It is doubtful that any process that has been laundered this often will bear an accurate resemblance to the original model. The fewer the number of people translating the model the more pure it will be.

Therefore, site managers should work directly with the site staff in the classroom during the most critical instructional periods. This work should average 75 or 80 per cent of the time that the manager is on the site. Meetings and other activities should be sandwiched in between the critical instruction periods. Therefore, "prime" time is spent with the site staff and their students.

Working with other programs implemented on site. It is now common for several different projects to be funded at a single site. This may mean that students who are in a computer basic skills program during part of their day may also be in a vocational program. Or, it may be that students who are eligible for Title I instruction are also part of another reasearch program.

While multiple funding is certainly common, and frequently preferable, there may be conflicts within projects. Therefore, if other projects exist, it is important to receive a statement of goals and activities from them. There may be components of the projects that are at cross purposes to each other, or there may be conflicts deciding which students should go where. If the programs are in opposition to each other, it will not be reasonable for the projects to "share" students.

It is good to find out about these differences before the students begin and data are collected. It would be senseless to view each project as if it exists within a vacuum. It is far more realistic to determine the efforts of each project and then work out solutions, even if they mean limiting the student population. It is far more difficult to avoid dealing with the other projects, or to try "working around" them.

One of the most problematic issues when there are several projects in one site is that there may be time conflicts. It is impossible for students to be in more than one place at any one time, and careful scheduling is needed so that neither project takes time away from the other. Time requirements should be met with all projects. If time requirements are not met it is impossible to judge the effectiveness of any of the projects.

Ways in which the consultants will work with the site. It is common for one or more consultant to work with the site manager. These consultants are usually additional sponsor staff, though in special situations they may represent other agencies such as the Bureau of Indian Affairs or a team of outside evaluators.

Consultants from the sponsor are often less experienced staff members who work with the site managers in training capacities. It is traditional that persons in these capacities spend most of their time working directly with site staff personnel. They are not informal decision-making positions. They are, indeed, "consultants." They will not make decisions with or for the site. They will consult with the site manager if they are on site and the manager is not. Most commonly, however, the consultants and site manager will make site visits together. These joint visits serve several purposes:

1. the site manager can train the consultant
2. the consultant will have an opportunity to work with the site manager
3. the site staff will receive more observations-the consultant and site manager can share these responsibilities
4. communication will be easier-there is less opportunity for

information to be misunderstood when all parties involved are present at the same time

5. there will be more opportunities for inservice training-these responsibilities can be divided between the site manager and the consultant. More topics can be covered.

The only problem that may occur when site managers and consultants make joint site visits is that the site may feel a little overwhelmed. They may not be accustomed to many "extra" people being around at any one time. They may find it confusing to have to deal with several sponsor representatives. An additional problem is that site staff recognize that joint visits reduce the frequency of visits that they receive. This is a difficult predicament to remedy since the site is in fact receiving a reduced number of trips into the site, but in fact they are receiving the same number of on site days.

One of the best ways to determine which policy is best is to look at the skills of the consultant and the needs of the site. A consultant in training will be better trained if given the opportunity to travel with a more experienced manager while gaining experience. Far fewer problems will develop from joint visits than will develop from having a trainee work prematurely in a site.

Determining the needs of the site in this situation is a little more difficult. If there has been recent staff turnover, or if the local supervisors are ineffective, it may work best for the site if the manager and consultant separately provide "coverage". Trips can be made more often and the site will receive help more frequently. If the site needs a lot of help, it would be better off with an experienced consultant and manager.

Generally, the consultant should perform services quite similar to those performed by the site manager. Several of the responsibilities for the consultants are:

1. Assisting with inservice and preservice training. The arrangements for these training sessions will be made by the site manager and the site staff. It will be the responsibility of the consultant to participate in the sessions as assigned by others.
2. Spend a high percentage of time in the classrooms. While it is anticipated that the consultant will not need to attend all meetings, it is important training for the consultant to attend most of the administrative meetings. The consultant should be expected to participate in these meetings and contribute when the discussion centers around teachers, aides, or other areas in which the consultant has had direct experience.
3. Provide copies of all correspondence to the manager and other site personnel. There should be little communication directly between the consultant and the site. All communication should be checked with the manager before it is sent out. When it is reasonable to do so, joint communication from the manager and site staff should be made.
4. The consultant should meet with the site staff upon arriving on the site. This meeting should confirm the purpose of the consultant's visit and establish a schedule. Changes in goals for the visit and the required changes in scheduling in order to make these goals can be discussed at this entry meeting. The overall status of the project should be reviewed at this time so that

changes can be made in the week's schedule if necessary. Any additional information from the manager should be shared in this meeting.

5. The consultant should become experienced in working with whatever data the project collects. This experience should be gained by reviewing the standard collection of data on a frequent basis. The manager and site staff should work with the consultant to explain how to interpret the data and provide plausible answers to why the data appear as they do. If it is the practice of the site for the manager or supervisor to review the data with the teachers and aides, the consultant should work with the site manager in order to learn to do this. The consultant should always review the data before working with the teachers and aides.
6. Programs that do a great deal of criterion-referenced testing may also have provisions for recycling students who have failed to achieve mastery. If this is the case with your program, it is important to retest the students after they have been taught the material a second time. The consultant gains a great deal of expertise with the program while working directly with students and teachers in this retesting situation.
7. The consultant reports directly to the site manager. Therefore, situations of any importance should be brought to the attention of the site manager. In this way, the consultant becomes a representative of the site manager while on site. The consultant reports to the site manager situations of concern or interest. Equally important for good implementation is the reporting of

successful things that are happening in the classrooms. It is the responsibility of the consultant to inform the site manager of progress that they are making as well as their problem areas.

8. Consultants should help to train new supervisors. The more established the program is, in some ways the more difficult this training becomes. It is more difficult with a well-implemented program because the needs of the site are more sophisticated. As the site's sophistication grows, fewer people will qualify to work with the site.

A sophisticated site requires a sophisticated sponsor staff and supervisors. The sponsors staff must be of genuine help to the site staff, or soon the site staff will question their need for a sponsor. The site may want to become independent. Therefore, it is in the best interest of the site and the sponsor to match experienced, sophisticated managers and consultants with the more sophisticated sites.

The eventual promotion and retirement of supervisors necessitates additional training. This training responsibility is best shared by the site manager and consultant. This is an excellent opportunity for the site manager and consultant to work together to develop a balanced training schedule. Much of the training would involve the trainees working with either the consultant or site manager as that individual works with teachers and aides in the classrooms. This apprenticeship program will provide on-the job training for those under consideraton for the job.

If a site manager and consultant are available for the training program, the apprentice should work with both of them. This dual experience lets the apprentice see two working styles. Though it is likely that many of the procedures will be similar, there will be at least subtle differences in their working styles.

Too often an apprenticeship program is not developed. It is not uncommon for a teacher to be released from a classroom and then expected to start working in a supervisory capacity with other teachers and aides. Since most teachers and aides never have had an opportunity to observe others it is unrealistic to expect them to assume the mantle of supervisor. It is far better to design a training program with the consultant and the site manager sharing responsibilities for the training.

Services that the sponsor will provide to the site. This section of the Memorandum should deal exclusively with the services that the sponsor will provide to the site. All of these services should be paid for out of the sponsor's budget. Therefore, services that the site may request from the sponsor but services that the site will pay for, or requests that are not mandated by the sponsor should appear in other sections of the Memorandum. The major areas are:

1. Administration. What administrative services will the sponsor provide for the site long distance? Will persons in the sponsor staff review data? If data are reviewed, how will that information be forwared to the site receive? What form will the feedback take? How soon will it be provided? To whom will the feedback be given?

2. Monitoring Services. This section should deal with the information that is gathered and reported back to the site in the form of midyear and end of year reports. What kind of feedback will be included in these reports? If recommendations will result from this monitoring, how will this information be transmitted? What will the sponsor recommend in light of this information?
3. Other services to be provided. What additional services will the sponsor provide? Will the sponsor score the tests if norm-referenced evaluations are done? Who will provide the tests? Will the sponsor write up the evaluation results? Who will receive the reports? Are there materials that the sponsor will provide to the site? How will the materials be delivered?

How many days is the site manager expected to be on site? Is there a consultant assigned to the site? How many days is the consultant assigned to the site? If all expenses for both of these positions are assumed by the sponsor, then this should be clear. Any shared expenses should be detailed as well.

The date of the agreement. This is a formal agreement between the site and the sponsor. It should be dated in an official way. A simple statement that reads, "This agreement is entered into this ______ day of ____________, 1981 and covers the Project period beginning July 1, 1981 through June 30, 1982," will suffice. The date should be added when the document is signed.

The signatures of the responsible administrators. This final section of the Memorandum of Agreement should include several names. The director of the sponsoring agency, the director of the site, the superintendent of the school district, and the council, or parent advisory member working with the site should all sign. After all of these individuals have signed, the document should be copied for everyone who signed.

Model Memoranda of Agreement

Two model memoranda of agreement follow. The first is for a Follow Through site that works with the University of Oregon, Direct Instruction Model. This is a superbly functioning site, one that has been in operation for over ten years. The University of Oregon continues to play a key role in the administration and implementation of this site. The working relationship is a solid one, and one that has changed substantially during the ten years of implementation that the site has experienced. Note that the sections in this Memorandum of Agreement follow the outline presented in this chapter precisely.

Memorandum of Agreement Between the University of Oregon Follow Through Sponsor (Englemann-Becker Model) and Follow Through Program at

East Las Vegas, New Mexico herein after referred to as
the Follow Through Program

1. General Responsibilities: The sponsor will cooperate with the local district in providing direct assistance and support for the educational program, services to families which can be handled by parent workers, parent training programs relating to the classroom and to child management and staff development. Psychological services not covered by the special training of teachers and aides should be provided for through consultants approved by the sponsor and the school district. The Follow Through Program and Local District are responsible for health and nutritional services. In the area of parent training programs, the sponsor expects the local PAC to take the lead in procuring services from the sponsor to assist in the implementation of local objectives for parents.

2. The Follow Through Program agrees to assure that the following personnel are provided:

   A. For Level I, II, and III programs, one teacher and one aide for each room of 25 to 30 children.

   B. No less than one continuous tester for each 300 children and a data-materials coordinator for the site.

   C. No less than one parent worker for the site. Professional guidance for parent workers should be provided wherever possible.

   D. One coordinator for each 200 children. Coordinators must have effectively demonstrated their teaching ability and received supervised training from the sponsor. Coordinator replacement will be hired with input and recommendation from sponsor. New coordinators must attend pre-service training provided by Oregon managers and spend at least 75% if their working time in direct classroom supervision of teachers and aides.

3. The Follow Through Program agrees to organize and operate with the sponsor:

   A. A local workshop lasting at least 8 hours (as agreed to by the manager and the director) prior to school for new teachers and aides. All aide applicants are to be interviewed and screened prior to the work-shop. All newly hired aides must pass the local screening test. (See attachment A.)

   B. Inservice training for all teachers and aides. Inservices will be held on a regular basis so that teachers and aides will receive training a minimum of 2 hours. Inservice attendance will be based on the following:

1. Teaching staff new to the program or new to an area or level.

2. Teaching staff that have demonstrated a need for further training based on continuous test results or classroom observatons by the supervisory staff.

   Coordinators will be primarily responsible for the training and the project manager and consultant will assist and monitor when on site. Scheduling inservices will be agreed to be director, manager, and coordinators.

C. Recommendations for reassigning teachers and aides not performing adequately in the Follow Through classroom are made according to one or more of the following criteria:

1. 75% of students have not met the promotion standards (see section 7).

2. Chronic absenteeism that results in loss of children's progress (10% absentee rate).

3. Non-implementation of a classroom schedule. (More than 10 minutes late on 3 consecutive observations).

4. Lack of positive behavioral management.

5. Lack of implementation of solutions proposed and agreed to in meetings with the principal, director, project manager, and coordinators.

   This recommendation will be made only after the following action has been taken by the project manager, consultant, or by the coordinator under the manager's direction:

   1. Meetings with the teacher or aide, coordinator, director, principal, and manager to provide solutions and decide implementation deadlines.

   2. Inservice training for 3, 1 hour sessions.

   3. Classroom demonstration and training for 3 sessions.

   4. The Follow Through Program agrees to teach the appropriate levels of DISTAR in reading, arithmetic, and language. According to the guidelines of the model reading sponsor, this includes small and large group instruction in these areas with the addition of criterion teaching time for children not performing satisfactorily in the program.

Minimum DISTAR Time Per Child
(Including Spelling, Seatwork, and Writing)

Grade	Daily Time	Subject Areas and Programs
1st	3 hours	DISTAR Reading I-II; Language I-II; Arithmetic I fast cycle Reading I-II; Language II
2nd	3 hours	DISTAR Reading II (and III with advance students): Language II; Arithmetic II
3rd	3 hours	DISTAR Reading III; Math III (1978); DISTAR Language III

5. The Follow Through Program agrees to aide in monitoring of progress.

   A. By completing continuous testing at all levels in the three areas (R-A-L) and retesting those children who fall below 75-80% criterion on the continuous test *. Reports of teaching, testing and retesting are to be completed biweekly, given to the principal, coordinators, and sent to project manager and consultant. Special training of testers will be provided by sponsor on request from the Follow Through director. Testing results and reports of lesson day progress are to be sent to the project manager as well as used locally.

   * Students will be retested until they pass missed items.

   B. Error data is to be reported biweekly in Level III (R-A-L), Level II (R-A) and Level I arithemetic. All information from the error data is to be used locally as well as sent to the sponsor.

   C. By audio or videotaping, teachers and aides (as agreed to by manager and director). These are to be used and critiqued locally and sent to the project manager or Oregon for critique as requested by manager.

   D. By having the director submit a semi-annual report to the sponsor, on pro-pram implementation and problems following a guide to be provided by the sponsor.

6. The Follow Through Program agrees to facilitate transition to fourth grade.

   A. By making available to first, second, and third grade teachers standard curriculum materials from regular district sources.

   B. By planning for release time for the third or fourth grade teachers, and supporting administrators involved, to work in planning the transition through mutual training.

7. Children must complete the following lesson days in program in the respective DISTAR programs at a 75-80% criterion as demonstrated on the Continuous Progress Tests. If they do not, then a staffing committee (following district guidelines) should be formed to discuss possible retention.

1st	DISTAR Artithmetic I (1974 ed.)	Lesson 140
	DISTAR Reading I (1974 ed.)	Lesson 120
	DISTAR Language I (1976 ed.)	Lesson 140
2nd Grade	DISTAR Arithmetic II (1976 ed.)	Lesson 120
	DISTAR Reading II (1975 ed.)	Lesson 80
	DISTAR Language II (1977 ed.)	Lesson 120
3rd Grade	DISTAR Reading III	Lesson 60
	DISTAR Arithmetic III (1978 ed.)	Lesson 73
	DISTAR Language III	Lesson 120

8. Teachers and aides for the Follow Through Program agree:

   A. To close supervision of their performance and understand this is to help them do a more effective job with the students. They also understand that the information gained through supervision of their performance could be used by the school administration in supporting a decision to reassign or terminate them, but only to the degree such use is consistent with State Law and District Policy.

   B. That they may request transfer out of the Follow Through Program following the district policy for transfers.

   C. That the following information will be collected and used by the Sponsor in program monitoring and evaluation.

      1. Videotapes of teacher (if applicable).

      2. Teacher/Aide Information Form which askes for the following information:

         a. Present teaching position

         b. Ethnic code

         c. Birthdate

         d. Previous teaching experience

         e. Previous Follow Through experience

      3. Biweekly reports of teaching progress, indicating the lessons taught the past two weeks in the DISTAR program and days absent.

      4. Continuous test results in reading, arithmetic, or language-one subject area reported each two weeks to Sponsor staff.

      5. Final report of teaching which provides a summary of student progress during the year in the DISTAR programs and days in school.

    6. For some subjects at levels 2 and 3, itemized data on the errors made by each group in doing workbook assignments. These data are used to improve instruction.

9. The project manager and consultant will make recommendations concerning the following kinds of decisions:

    A. Goals for end-of-year achievement.

    B. Scheduling of small, large group instruction and criterion teaching in the classrooms.

    C. Assignments of teachers and aides based on the following:

        1. demonstration of proficiency in a particular area of level,

        2. level of competency shown during preservice training, and

        3. classroom performance.

    D. Establishing pre and inservice training sessions.

    E. Regrouping children, changing classroom procedures or instituting special workshops.

    F. Establishing a system for monitoring progress of children through the program.

10. The project manager will work with the Follow Through Program in the following ways.

    A. Contact the director two weeks prior to a site visit.

    B. Decide with the staff on the area he/she will be working on upon arrival.

    C. Provide feedback in the form of written reports after each site visit, and supply information to coordinators concerning those teachers not performing adequately in the classroom.

    D. Maintain at least weekly phone communication with the director when not on site.

    E. Decide on training and consulting priorities with local consultants and coordinators.

    F. Meet with the director, consultant, and coordinators upon arrival and completion of each visit.

G. Review the biweekly report forms showing lesson day-in-program progress, error data, continuous test performance.

H. Prepare a semi-annual report based on site visit, biweekly reports, meetings and reports from consultants.

I. Spend 75% of time on-site in the classroom.

11. Other district or title programs will not conflict either in content of in scheduled time with the sponsor curriculum. The manager will work with the district to coordinate special programs with the sponsor curriculum so that no children can be pulled from the sponsor curriculum without aproval of the manager. The coordinators will notify the sponsor of any children designated for specific programs.

12. Work with the teachers or aides as they instruct groups. They may intervene with the teachers or aides directly during the instruction process to demonstrate, ask questions, or make points relative to the materials being presented.

13. Consultant will perform the following services:

A. Inservice training.

B. Spend 75% of time on-site in the classroom.

C. Provide copies of recommendations to project manager, supervisor, and director.

D. Meet upon arrival with director and coordinators to review classroom status.

E. Review the biweekly error data reports.

F. Monitor retesting of children performing below acceptable criterion on Continuous Tests.

G. Keep project manager and coordinators informed of classroom problems and progress.

H. Assist in the apprenticeship program.

14. The sponsor agrees to provide the following services: (All funds to support these activities are being paid directly by the Office of Education to the sponsor).

A. Administration. Supervision of field managers by University of Oregon Staff. Monitoring of site progress, and trouble shooting problems.

B. Monitoring Services. Site manager-coordinators and end-of-year reports for all levels of the program.

C. Other services provided at Oregon. Scoring and printing of test results, continuous test forms, production of research reports.

This agreement is entered into this ______ day of ____________, 1980 and covers the Project period beginning July 1, 1980 through June 30, 1981.

Signed ________________________________
PAC Chairperson
Follow Through Project

Signed ________________________________
Follow Through Director

Signed ________________________________
Superintendent of Schools

Signed ________________________________
Douglas Carnine, Director
University of Oregon
Follow Through Program

The Memorandum of Agreement that follows is between the University of Illinois, PLATO Project and the Sheridan Correctional Institution. The conditions for the development of this Memorandum are somewhat different from those in the Memorandum for East Las Vegas. The differences are:

1. The funding agency is a state and not a federal agency
2. The site is less experienced-it has been implemented for approximately four years
3. The program involves the use of computers
4. Within the correctional setting, school attendance is not mandatory in the way that it is in a regular school district
5. The "students" in this project are young adults, though they are placed in Basic Skills programs
6. The functions of teachers and aides are somewhat different from those that the teachers and aides would have in a traditional classroom
7. The evaluation scheme is somewhat different. PLATO has tremendous capacities for data collection and analysis, though there are few attempts to evaluate the implementations on a systematic, norm-referenced basis.

The Memorandum of Agreement between the University of Illinois PLATO project and the Sheridan Correctional Institution follows:

Memorandum of Agreement Between the University of Illinois PLATO Project (the Sponsor) and the PLATO Corrections Project at the

Sheridan Correctional Institution
herein referred to as the
Site

1. General Responsibilities: The sponsor will cooperate with the local site in providing direct assistance and support for the PLATO educational program. The specific types of educational services will be agreed upon by the sponsor and the site. Every attempt will be made by the sponsor to provide services to as many inmates as possible, though the agreement may be made to service a particular segment of the residential population.

2. The site agrees that the following personnel are provided:

   A. One teacher for each group of 8 terminals

   B. One instructional aide for each teacher

   C. Additional clerical assistance as requested by the teacher

   D. Testing services at the appropriate times during the implementation

3. The site agrees to organize and operate with the sponsor:

   A. A local workshop for the training of new PLATO personnel. This workshop will be provided for new teachers and aides. All aide applicants are to be interviewed and screened prior to the workshop. All potential aides must pass the screening test. (See attachment A.) This workshop will last approximately 8 hours. Participants will be given release time in order to attend the workshop. The sponsor will participate in the designing and presentation of the workshop as agreed upon by local Educational Administrator and the Site Manager.

   B. Inservice training for all teachers and aides. This training will be held on at least a bi-monthly basis on a twelve month schedule. Some of these inservice sessions will be held on the site. Others will be held at the sponsor's designated location. The appropriate teachers and aides will be given release time to attend these sessions. Inservice attendance will be based on the following:

      1. Teaching staff new to PLATO

      2. Teaching staff that have demonstrated a need for further training. These needs will be determined on the basis of usage data and the data collected on student performance within the program.

The Group Director will be primarily responsible for the training of new staff. The Site Manager and Consultant will participate in the training as agreed upon by the sponsor.

C. Recommendations for reassigning teachers and aides not performing adequately in the PLATO classroom are made according to the following criteria:

1. Terminals are not being used at least 85 per cent of the available school time

2. Student assignments are not kept up to date

3. Chronic absenteeism. This would result in a loss of instructional time.

4. Non-implementation of a classroom schedule. The PLATO classroom schedule is to be worked out with the Educational Administrator and the Site Manager. This schedule is then to be implemented by the teacher and aide.

5. Lack of positive behavioral management. The inmates are to be actively involved in off line or on line work (dependent upon their assignments) while in the PLATO classroom.

6. Lack of implementation of solutions proposed in meetings with the Site Manager and Educational Director.

7. Failure to maintain the PLATO equipment. This maintenance involves reporting malfunctioning units and monitoring their repairs.

Recommendations for reassignment will be made only after meetings for the Educational Administrator, Teacher, Aide, and Site Manager at which the specific changes required for implementation are made. The steps prior to requesting reassignments are:

1. Meetings with the teacher, aide, Educational Administrator, and Site Manager. These meetings are to clarify the areas of implementation that need to be changed and to work out specific procedures for these changes.

2. Inservice training provided for the teacher or aide by the Educational Administrator and the Site Manager.

3. Classroom observations and demonstrations for the teacher and aide by the Site Manager and Educational Administrator.

4. The site agrees to assign the appropriate PLATO lessons to the residents. The lessons will be from the major basic skills areas of reading, arithmetic, and language. The sponsor will provide guidelines for the selection and utilization of these lessons. The sponsor will then monitor the site to see that appropriate lessons are assigned to

residents. These lessons may include the appropriate online and offline components of the CMI program provided by the sponsor and worked out in agreement with the site.

The minimum time requirements for residents are:

Student Level	Daily Time	Subject Area
Pre GED	45 minutes	reading
Pre GED	45 minutes	language
Pre GED	45 minutes	arithmetic

These assignments can be made so that the inmates' time is divided between the three subject areas each day. Not all three areas are taught each day in both online and offline materials. It is the teacher's responsibility to be certain that each inmate has the appropriate lessons and materials on a daily basis.

5. The site agrees to aide in the monitoring of inmate progress.

   Mastery Tests will be assigned as included in the basic skills areas. The appropriate sections of the TABE will be administered to inmates as they complete basic skills instruction in one or more areas. For example, it is not necessary for a student to complete all three of the areas before being tested in one of the areas. This type of monitoring will better serve the inmates and the sponsor by contributing to the overall evaluation of the program. Reports on inmates completing the Constitution lesson will be made to the sponsor. The site will report how many inmates completed the lessons on PLATO and the number of students who passed the Constitution Test. Additional monitoring practices and procedures may be worked out between the sponsor and the site.

   A. The sponsor will at times request photographs or audio or visual tapes of the site. These will be provided.

   B. Additional data as agreed to by the sponsor and the site will be provided.

   C. The site will submit a semi-annual report (developed for June and December) that will include progress reports on the goals developed for the site by the sponsor and the site's Educational Administrator. This report will also include data on overall student performance and the skills areas measurements from the basic skills area performance.

6. The site agrees to facilitate the progress of the pre GED students to the GED classrooms. This transition will be facilitated by:

   A. Holding meetings between PLATO staff and the GED instructors

   B. Reviewing the GED curriculum in order to determine the entry skills required for placement into the GED curriculum

   C. Suggesting appropriate PLATO lessons for the students progressing into the GED program

   D. Reviewing the means of evaluation to be used for determining movement from pre GED to GED and then organizing the instruction for students to include these major basic skills areas.

7. Inmates should continue to work in their PLATO lessons until they have completed all of the required units specified for completion of the pre GED PLATO curriculum. It is the teacher's responsibility to be certain that the offline materials are available to the students on a daily basis. These materials should be corrected and returned to the students promptly so that corrections can be made by the students and the students can complete the next series of worksheets. Offline instruction will be provided by the teacher on a daily basis. The instruction will be presented to facilitate the offline work assigned to the students.

8. Teachers and Aides in the PLATO program agree:

   A. To close supervision of their performance by the Educational Administrator and the Site Manager. They understand that this monitoring information could be used by the Educational Administrator to support a decision for reassignment or termination. These decisions will be made with due attention paid to the district or union guidelines.

   B. Teachers and aides may request placement out of the PLATO project. Whenever possible, these requests will be honored.

   C. That the following information may be collected and used by the sponsor in program monitoring and evaluation:

      1. Videotapes of teacher or aide

      2. Teacher/Aide information which asks for the following information:

         a. Present teaching position

         b. Ethnic code

         c. Birthdate

         d. Previous teaching experience

         e. Previous PLATO experience

3. Biweekly reports as requested by the sponsor

4. Mastery Test results and Constitution Test results as well as other standardized test results

5. Additional data as agreed upon by the Site Manager and the Educational Administrator. The sponsor will attempt to cooperate with the site by assisting in additional data collection that will provide further research on the site.

6. Final report of teaching which provides a summary of student progress and provides an assessment of goals achieved as well as additional goals for the next school year.

9. The site manager and consultant will make recommendations concerning the following kinds of decisions:

   A. Goals for student achievement

   B. Scheduling of students for offline and online instruction

   C. Assignments of teachers and aides based on the following:

      1. Demonstrated proficiency with a particular aspect of the PLATO instructional program

      2. Level of competency shown during preservice and inservice instruction

      3. Classroom performance

   D. Establishing pre and inservice training sessions

   E. Regrouping students or changing classroom procedures as agreed to by the site manager and the Educational Administrator

   F. Continued monitoring of students in the program

10. The site manager will work with the site in the following ways:

   A. Contact the Educational Administrator at least two weeks prior to every site visit

   B. Determine prior to the visit what the goals will be for the visit

   C. Establish a schedule for the visit prior to the visist

   D. Provide Fieldnotes reports within two working days after each site visit. A written report will be sent to the site within the same period. Copies will be provided to the Site Implementation Specialist and the Teacher. These reports should include the major events and decisions made during the site visit.

E. Decide upon training and consulting priorities with the Educational Administrator, Teacher, Aide, and other appropriate persons at the beginning and end of the site visit.

F. Meet with Educational Administrator, Teacher, Aide, and other appropriate persons at the beginning and end of the site visit.

G. Review the usage data on a monthly basis and send a copy of the data with comments to the site. The student achievement data should be reviewed on a bimonthly basis. This information should also be forwarded to the site.

H. Prepare a semi-annual report based upon site visits, beweekly reports, meetings, and reports from consultants. Prepare an end of year report with the same information requested in the semi-annual report.

I. Spend 75% of the onsite time in the classroom.

11. Other district or title programs will not conflict with the PLATO program. Schedules and curricula will be worked out so that students are not placed into competing programs where they will receive contradictory or confusing instruction. The site manager will review the overall program status with the Educational Administrator. The time necessary to make these determinations may require the site manager to spend time in classrooms in addition to the PLATO classroom. If such observations are necessary, the site manager and consultant will arrange to make the observations. Decisions about scheduling and the use of materials will be made with the Educational Director.

12. Work with teachers and aides as they work with groups. Attention will be paid in particular to the offline teaching component. The site manager or consultant will model for the teacher and aide as needed in order for the teacher and aide to perform the offline component.

13. The consultant will perform the following services:

A. Preservice and inservice training as agreed to by the site manager

B. Spend approximately 75% of the site visit time in the classroom

C. Provide copies of recommendations to the site manager, educational administrator, and site implementation specialist. The consultants should also enter fieldnotes comments within two working days of the completion of a site visit.

D. Meet upon arrival with the Educational Administrator, Teacher, Site Manager, and other appropriate personnel.

E. Review biweekly and monthly data as determined by the site manager. Report data that causes concern to the site manager and the site implementation specialist.

F. Monitor testing of students at particular times in the curriculum.

G. Keep site manager and site implementation specialist informed of classroom or data problems.

H. Assist in the design and implementation of research as determined by the Educational Administrator, and the sponsor.

I. Review materials and practices on site as requested by the Educational Administrator, site manager, and site implementation specialist.

14. The sponsor (University of Illinois) agrees to provide the following services: (All funds to support these activities are paid directly to the sponsor by the Department of Corrections).

A. Administration. Supervision of the site manager and consultant by the Site Implementation Specialist. Monitoring of site progress and trouble-shooting problems. The site manager, with the consultant or site implementation specialist will make approximately six or more visits to the site each year.

B. Monitoring Services. Site managers, site implementations specialist and consultants will participate in the preparation of site reports (made after each site visit), fieldnotes (entered within two working days after the completion of a site visit), semi-annual and annual reports.

C. Other services provided at the University of Illinois. The design and coordination of other research as agreed upon by the site and the sponsor, the assistance in writing up these studies, and analysis of these data as agreed upon by the site and the sponsor.

This agreement is entered into this ______ day of ________, 1980 and covers the Project period beginning July 1, 1980 through June 30, 1981.

Signed________________________
Educational Administrator

Signed________________________
PLATO Group Director

Signed________________________
Site Manager

Signed________________________
Site Implementation Coordinator

Summary

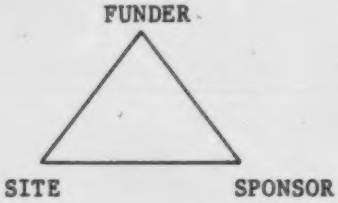
This chapter has dealt with a very practical problem, the development of a written agreement between the site and the sponsor. The detailed development of such a document will delineate the responsibilities of all concerned parties. It identifies the conditions and implementation and provides the information necessary for measuring the site's compliance and the sponsor's activities.

Sample Memoranda provided models for the development of documents for sites in traditional schools or other institutions.

Chapter 6

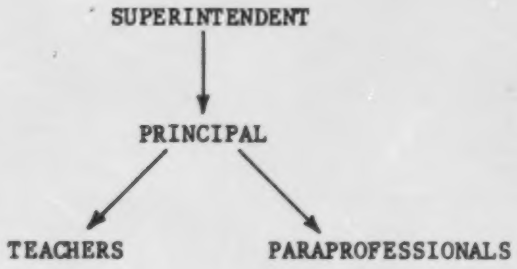
Job Descriptions within Implementation Models

Two successful implementation models are representative for the purpose of discussing job descriptions. Both models receive outside funding to "implement" their programs in school settings. Both are organized with triangualar relationships between the funding sources, the site, and the sponsor. In the diagram below, the funder is the source of money for the implementation. Typically, the funder is a state or federal agency that grants money simultaneously to the sponsor and the site. The site is the educational institution where the program is to be implemented. The sponsor is the developer of the transportable educational program to be implemented in the sites. Acknowledging this triangular relationship is very important. The funder "invests" in both the sponsor and in the sites, and most often, there is a written agreement between the funder and the sponsor, and a second agreement between the funder and the site.



There are several other critical issues to consider with this relationship. There are no line relationships among the three groups represented here. Within each of the three groups, there are line relationships. Therefore, while there is no direct line of authority between the sponsor and the site, or the funder and the site, or the funder and the sponsor, there are line relationships between the parties involved in each of these groups.

For example, on a school site, the principal is in charge. Teachers and aides are directly responsible to the principal. The principal is typically accountable to an assistant superintendent, and in turn the assistant superintendent is directly accountable to the superintendent. These positions are in line authority.



The number of positions and precise relationships differ from one site to another. Small school districts may not have associate superintendents. Curriculum supervisors may have teachers that report directly to them. Assistant principals may monitor the teaching staff. The teaching aides may be supervised by an assistant principal, though teachers are accountable to the principal, and so on.

The different lines of authority within each group at the onset of a new implementation make the situation complicated. An implementation that involves "outsiders" (and virtually all of them will) complicates the existing lines of authority by superimposing new positions on the established structures.

Two models will be presented in this chapter. The first model is the one developed by the University of Oregon, Direct Instruction Follow Through Model. The second model was developed at the University of Illinois by the PLATO project. A brief description of each model precedes the discussion of the model for the sake of explaining why each model requires the various positions.

University of Oregon-Direct Instruction Follow Through

The University of Oregon sponsors twelve sites that are scattered all over the country. The purpose of the sponsorship is research development in communities with large Title I populations. The program is implemented in kindergarten or first grade through third grade. The Direct Instruction Model has developed highly interactive instructional settings for teaching reading, language, and arithmetic. Small groups spend about 30 minutes in each subject area.

There are usually two adults in these classrooms, a teacher and a paraprofessional aide. Unlike most programs, in this model, the teacher and aide share responsibilities for "teaching" groups of students. Typically, each adult is responsible for a subject area. The teacher usually teaches reading while the aide teaches arithemetic. Language is often taught by both adults. The teacher teaches the lower-performing group and the aide teaches the higher-performing group. Additional work in other subject areas is often divided between the teacher and aide. Students also do independent work.

Each Direct Instruction Follow Through site has a "Director," though the title may change from one district to another. This person is the administrative head of the local Follow Through program and is employed by the school district. Often the director is a former teacher in the program. A site typically has one or more "supervisors"-the number is determined by the number of classrooms in the site. These persons are also employed by the school district. They are almost always accomplished teachers from the program.

Data collection is an on-going activity of the Direct Instruction Model. Each site employs one or more persons to collect data. These persons are often parents of children in the site. They work full time and are employed by the school district. Parent workers and a Parent Coordinator also play important roles in the program. There is one Parent Coordinator in each site, and usually there are two or more parent workers. These persons either have children in the program, or they had children in the program at some time. They are all paid by the school district, and are technically, "aides." In fact, all of the paraprofessional positions are filled by persons who have "aide" status in the eyes of the district, though they have no classroom assignments.

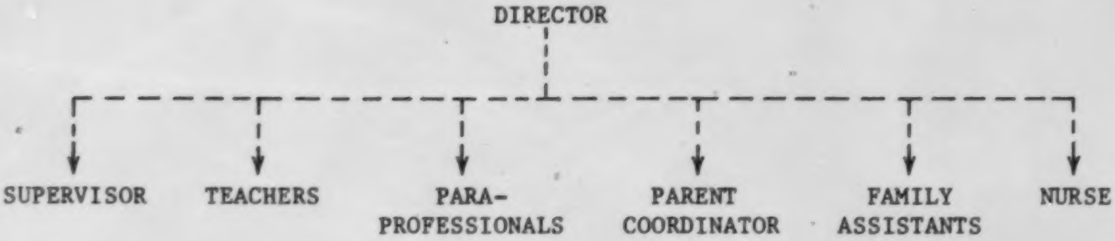
Sites may or may not employ other persons. A full time or part time nurse is often a member of the Follow Through staff. Social workers or Psychiatric practitioners of one type or another may also be employed.

A site may consist of several classrooms within a single school. Or, it may also consist of classrooms spread among several schools. Therefore, the complexity of the working relationships grows with the number of schools. Each school has a principal and perhaps an assistant principal. The more schools, the greater the number of additional persons involved in the administration of the program. The principal always retains the administrative leadership within his/her school.

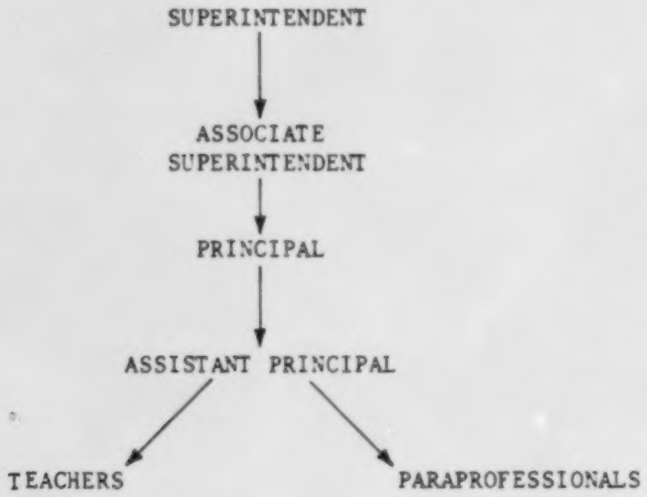
In addition to the persons employed directly by the school district, there are at least two people that work directly with the Follow Through project who are employed by the University of Oregon. Each site has a Project Manager. This person works on the site a specified number of days. In addition to the Project Manager, each site is assigned one or more consultants. The consultants are also employed by the university. They spend a specified number of days on site. Occasionally, there may be additional consultants that work in a site. These persons are employed by either the university or the school district.

The University of Oregon project is designed with a Director at the head. This person is in charge of all of the implementations in all of the sites. There are two coordinators working under the Director. Each coordinator works with approximately half of the sites. The work directly with the project managers, they also make at least one visit to each of their sites every school year.

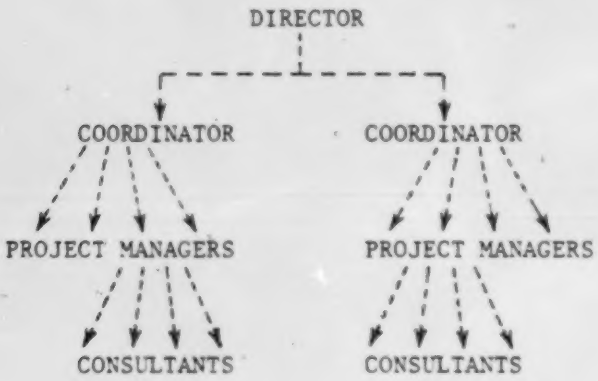
The diagram below shows the structure of the Follow Through staff within each site. These positions do not have line authority.


DIRECTOR
SUPERVISOR
TEACHERS
PARA-PROFESSIONALS
PARENT COORDINATOR
FAMILY ASSISTANTS
NURSE

The diagram that follows shows the structure of the school district staff. These positions have line authority to each other.


SUPERINTENDENT
ASSOCIATE SUPERINTENDENT
PRINCIPAL
ASSISTANT PRINCIPAL
TEACHERS
PARAPROFESSIONALS

The diagram that follows shows the structure of the University of Oregon Follow Through staff.


DIRECTOR
COORDINATOR
COORDINATOR
PROJECT MANAGERS
PROJECT MANAGERS
CONSULTANTS
CONSULTANTS

Now try to superimpose the local Follow Through staff positions upon the district positions. Add the University of Oregon's structure. You end up with three different structures without line authority to each other. These are complex relationships. And, the more complex the relationships, the greater the need for specific job descriptions to specify job responsibilities. It is important to develop tasks and responsibilities that respect the lines of authority within the site and allow the sponsor and the site staff to work together. Sample job descriptions developed by the University of Oregon follow. Responsibilities are spelled out. The relationships between positions are also clear. Note that responsibilities are delineated for working together onsite and offsite.

Job Descriptions

University of Oregon Staff

Project Manager:

1. Assist the director in developing the preservice training schedule
2. Assist the director in developing the inservice training schedule
3. Meet with the local administrative staff during each site visit
4. Provide the director with a schedule on the basis of priorities before each site visit
5. Provide the director with a written summary of observations and recommendations after each site visit
6. Assist the director in making recommendations to the principal for teaching personnel placement
7. Assist the director in making recommendatins to the principal for student placement

8. Review bi-weekly test data and provide feedback as necessary
9. Review the weekly schedules of the director and supervisor
10. Be available to meet with the Parent Advisory Committee at their request
11. Assist the director and the Parent Advisory Committee and others in the development of the Follow Through proposal and budget
12. Assist the director in developing the orders for the Follow Through materials
13. Be available to meet with the parent coordinator upon request
14. Coordinate the visits and priorities of the consultants
15. Supervise Spring testing
16. Confer weekly with the director
17. Provide the sponsor midyear and end-of-year reports

When the Project Manager is on site, she/he will work with the supervisor in the following ways:

1. Make joint visits into classrooms
2. Demonstrate techinques and procedures to the teaching staff
3. Make suggestions to the teaching staff
4. Discuss suggestions with staff members
5. Make suggestions for follow up to the supervisor
6. Make suggestions to the director who will make them to the principal

Consultant:

1. Assist the Project Manager in developing the presevice training schedule
2. Assist the Project Manager in developing the inservice training schedule

3. Meet with the local administrative staff as requested by the Project Manager
4. Determine priorities with the Project Manager before each site visit
5. Provide the Project Manager and the Director with a written summary of observations and recommendations after each site visit
6. Assist in supervising of Spring testing
7. Confer frequently with the Project Manager
8. Plan directly with the Project Manager and the Director prior to site visits
9. Complete other duties as agreed upon by the Project Manager

When the Consultant is on site, she will work with the Project Manager and the local staff in the following ways:

1. Make joint visits into classrooms
2. Demonstrate techniques and procedures to the teaching staff
3. Make suggestions to the teaching staff
4. Discuss suggestions with the staff member in question
5. Make suggestions to the director and the Project Manager who can then make them to the principal

Coordinator:

1. Make at least one visit to the site each year
2. Confer with the Director by phone regularly
3. Confer with the Project Manager by phone regularly
4. Review the site reports and make appropriate recommendations to the Project Manager
5. Request special reports as necessary

6. Keep track of the contractual agreements between the site and the sponsor
7. Review the Memorandum of Agreement with the Project Manager and the site
8. Review the bi-weekly data and report to the Project Manager

Summary:

These three positions, the Project Manager, the Consultant, and the Coordinator are the University staff. The people in these positions are directly responsible for implementing the sponsor's program at the site. The Project Manager is clearly most directly in charge of the implementation. The Consultant assists the Project Manager. The Coordinator monitors the Project Manager. As employees of the University, these persons are responsible to the Project. They have no authority over those employed by the school district, yet they work directly and closely with the on site staff. The success of the implementation rests with them.

Note that tasks are outlined clearly. The working relationships are spelled out. Recommendatons relating to problematic staff are channeled to the Director and the Principal. These persons (Director and Principal) make the decisions about staff. Ultimately, decisions rest with the principal. All other persons can only recommend.

Site Staff

Principal:

1. Rate teachers and paraprofessionals
2. Arrange for substitute teachers
3. Supervise ordering materials (under maintenace of effort) after consultation with the Director and Project Manager
4. Place Follow Through staff after consultation with the

Director and Project Manager

5. Develop the class rosters after consultation with the Director and Project Manager
6. Support the model/sponsor implementation
7. Meet weekly with the Follow Through administrators
8. Meet with Parent Advisory Council twice a month
9. Designate the person in charge during absence from the school
10. Provide the Director with a breakdown of materials provided to each Follow Through classroom under tax levy, Follow Through, and other sources of funding
11. Assist the Director and Project Manager in developing a preservice training schedule
12. Assist the Director and Project Manager in developing the inservice schedule

Director:

1. Disseminate and discuss job descriptions for all Follow Through personnel
2. Ensure that the data collection program is adequately implemented
3. Become aware of any problems that may exist due to teacher performance by establishing weekly meetings with the Supervisor
4. Assure with the cooperation of the Principal that adequate arrangements for teacher substitutes are made
5. Support the Supervisor in dealing with problems that arise in the classroom

6. Encourage all staff members to attend training workshops and Follow Through staff conferences
7. Coordinate the instructional program and comprehensive services within Follow Through with those provided by the school
8. Serve as laison between the local project and the Federal, regional, state, and city agencies involved in Follow Through operations
9. Coordinate the efforts made by the sponsor and the school to insure a smooth transition for children as they leave Follow Through
10. Make a cooperative effort with the principal to assure that proper personnel placement procedures are implemented
11. Ensure that all recommendations made in the proposal for allocation of funds are implemented
12. See that recommendations for budget modifications are followed
13. Hold regular meetings with the Nurse, Family Assistants, and Parent Coordinator
14. Meet weekly with the Principal to discuss implemenation of Follow Through
15. Arrange a bi-monthly meeting between the Principal and the Parent Advisory Committee
16. Meet with the Project Manager to work on a cooperative basis toward implementation of Follow Through
17. Support the Follow Through program
18. Develop a preservice training schedule with the Project Manager

19. Work with others on the Follow Through Budget
20. Meet with the local administrators
21. Supervise the Teacher Supervisor
22. Work with the Project Manager in making teaching personnel recommendations to the Principal
23. Work with the Project Manager in making recommendations to the Principal for student placement
24. Submit a weekly schedule to the Project Manager
25. Prepare the orders for all Follow Through materials
26. Send copies of Follow Through correspondence and memos to the Project Manager
27. Meet with the Project Manager at the beginning and end of every site visit
28. Accompany the Principal during observations of Follow Through staff
29. Work under the direct supervision of the Principal
30. Perform the administrative work involved with distributing materials, drafting proposals, working with the central board, and meeting regularly with the parent advisory committee, etc.
31. Make available to the Project Manager all memoranda:
    (a) distributed to Follow Through personnel
    (b) relating to the Follow Through program
32. Assist the Supervisor and the Project Manager in monitoring the Follow Through staff by:
    (a) making regular observations during large group and small group instruction

(b) checking weekly progress of specified groups of children

(c) reviewing weekly error/data

(d) reviewing the biweekly reports

33. Notify the Project Manager of any changes in staff or any impending changes

Supervisor:

1. The primary function of the Supervisor is to assist all Follow Through staff to implement the sponsor's model. The Supervisor is to implement/establish the program in the following ways:
2. Conduct the local preservice training workshops according to the outline provided by the Sponsor
3. Conduct the inservice training workshops designated by the Sponsor
4. Spend at least 70% time in the classroom with teachers and paraprofessionals, working on assignments from the Project Manager
5. Review the weekly reports of teaching
6. Re-group children according to need on the basis of the Continuous Test results and programs in class
7. Go over the Continuous Test results with teachers and paraprofessionals and work out assignments for teachers who have lost teaching days because of (a) poor technique, (b) absence, or (c) conflicting activities in the school
8. Check on each teacher and paraprofessional who has been given an assignment to be sure that the assignment is being completed

9. Go over weekly reports with the Director, and go over the Continuous Tests as soon as summary sheets are available
10. Prepare a weekly schedule with copies to the Director and Project Manager
11. Indicate to the Director at least once a week: (a) where she will work each day, (b) what specific assignments have been given to the teachers and paraprofessionals about skipping, regrouping, following formats or any other special teaching assignment
12. Indicate to the Director, teachers and paraprofessionals who are not following prescriptive assignments
13. Meet once a month with the Director, Parent Coordinator, nurse, social worker and guidance counselor to review any social or health conditions which affect the children
14. Report to the Director and Project Manager any problems that relate to the smooth continuance or implementation of (a) classroom operations, (b) data collection, (c) management of the program
15. Submit a weekly log to the Principal and Director
16. Insure smooth transition of Follow Through students into regular school programs by arranging inter-class visits among the third and fourth grade teachers
17. Meet with the Director and Project Manager on scheduled dates to work on a cooperative basis for the implementation of the Follow Through program
18. Work with the Project Manager when the Project Manager is on site in the following ways:

(a) accompany the Project Manager into the classrooms

(b) demonstrate techniques and procedures to the teaching staff

(c) make suggestions to the staff member in question

(d) discuss the suggestion with the staff member in question

(e) make suggestions for follow up

(f) review suggestions with the Principal

19. When the Project Manager is not on site, the Supervisor will work with the Project Manager in the following ways:
    (a) Train new staff by demonstrating how a class should be set up, demonstrate materials, review the class schedule, demonstrate all small-group teaching techniques.
    (b) complete the appropriate observation form on each staff during the specified observation period and forward these forms to the Project Manager
20. Forward error/data sheets each week to the Project Manager
21. Forward the biweekly reports at the completion of the testing cycle to the Project Manager
22. Forward the weekly schedule to the Project Manager
23. Notify the Project Manager of changes in the grouping of children, or modifications of any established procedures, schedules, or materials

Teacher:

1. Make daily observations of the health and well-being of children
2. Maintain progress records as to the emotional, physical, social, and intellectual development of assigned children

3. Supervise through individual conferences the paraprofessionals assigned to her/his classroom in their daily contact with children
4. Assure that equipment, supplies, and materials are accessible and in good conditions
5. Be present in the entire preservice training program, and to perform on all assignments presented by the Supervisor
6. Be present at all staff conferences and perform on all inservice assignments
7. Execute techniques taught during the preservice and inservice workshops and to follow each of the programs according to the Supervisor's or Project Manager's specifications
8. Teach 180 completed lessons to every child and to teach appropriately
9. Gear his/her performance to the results of the Continuous Test results (a) double up when appropriate, (b) regroup as indicated in continuous test results, (c) follow suggestions about how to catch up children who are scoring below their expected performance level
10. Present teaching problems or more general problems about the implementation or smooth continuance of the program to the Supervisor or Director and to carry out their recommendations.

Paraprofessional:

1. Participate in daily and long range class planning
2. Monitor as the teacher teaches large group activities
3. Work with small groups or individual children in subject areas as specified by the sponsor

4. Contribute to the enrichment activities by utilizing special talents or abilities
5. Alert the teacher to the special needs of individual children
6. Assist the teacher in necessary secretarial work and perform related duties as requested
7. Be present during preservice and perform all assignments presented by the Supervisor or Project Manager
8. Be present at all inservice sessions and staff conferences, and perform all inservice assignments
9. Execute the techniques taught during preservice and inservice
10. Teach 180 complete lessons to every child and to teach appropriately
11. Gear his/her performance to the results of the Continuous Test results (a) doubling up when appropriate, (b) regrouping as indicated in continuous test results, (c) following suggestions for children who are scoring below their expected performance level
12. Present teaching problems or more general problems about the implementation or smooth continuance of the program to the Supervisor or Director and to carry out their recommendations

Testers:

1. Administer the Continuous Tests which provide data on which child progress and teacher performance are recorded
2. Follow the data collection schedule designated by the Sponsor
3. Read all memos sent from the University of Oregon and keep these filed for reference throughout the year

4. Distribute all data information to the proper persons, and follow up on any of this information which needs to be returned to the University of Oregon
5. Schedule continuous testing with the aide of the Supervisor or Project Manager, and accept responsibility for seeing that the test is completed on schedule
6. Meet with the Project Manager at regular intervals for the purpose of (a) learning test formats, and (b) discussion of current testing problems
7. Provide the University of Oregon with the school calendar and class rosters
8. Perform all other duties as assigned

Parent Coordinator:

1. The Parent Coordinator assists with the implementation and enrichment of the Parent Involvement Program, including the Parent Advisory Committee
2. Acts as a laison among parent, school, and various community agencies. Is familiar with the appropriate use of health and welfare agencies; makes available to parents a list of local and other appropriate agencies and the special program and services that are available
3. Prepares to work evenings and weekends when needs so indicate, for family trips, evening workshops, etc.
4. Conducts training sessions developed by the Sponsor until she/he teaches all interested parents
5. Assists the Policy Advisory Committee in determing the needs and interest of the parents

6. Plans parent activities which meet the needs and interest of the parents. After the P.A.C. has decided the specific activity, she/he will assist with the organization, e.g. contacting parents, sending notices home, securing a meeting place, ordering refreshments, scheduling babysit-ting, and getting equipment
7. Assist the P.A.C. in organizing standing committees, e.g. personnel, finance, grievance, etc., and special committees for trips and special meetings.
8. Assists the P.A.C. in writing the Follow Through proposal
9. Involves community leaders in the Policy Advisory Committee
10. Provides assistance and direction to family assistants in carrying out their duties
11. Makes classroom visits periodically so that she/he can keep abreast of the classroom situation
12. Keeps a daily log of all her/his activities and submits a weekly log to the Director
13. Meets once a month with the Director, Supervisor, teachers Guidance Counselor, Social Worker, Nurse, and Family Assistants to review social or health conditions which affect the children
14. Meets once a week with the Director to review current problems
15. Attends all Follow Through staff conferences
16. Performs other duties as assigned

Family Assistants:

1. Recruit eligible children for the Follow Through program
2. Provide escort services for Kindergarden children to and from school as needed

3. Follow up attendance problems
4. Accompany parents and/or children to such agencies as Health, Welfare, Housing, etc. (There will be on-going consultation with the Director, Supervisor, teachers, nurse, Parent Coordinator, Guidance Counselor, and Social Worker so there will be a team approach to all situations and problems.)
5. Assist with trips as needed
6. Assist the teacher in the classroom in the case of a paraprofessional's absence
7. Encourage parents to keep appointments for children's medical and other agency appointments and accompany parents when necessary
8. Provide baby sitting for parents participating in Follow Through activities within the school
9. Keep records of all home visits
10. Submit a weekly log to the Director
11. Contact all Follow Through parents at least four times during the year. This contact will be made by home visits. During the first visit they would:
    - (a) Introduce themselves
    - (b) Tell parents about the Follow Through program
    - (c) Explain the curriculum
    - (d) Note any obvious problems in the home
    - (e) Invite parents to school to attend Parent Advisory Committee (P.A.C.) meetings and give information about P.A.C. Later visits focus on the child's progress in school

12. Meet once a week with the Director
13. Attend all Follow Through staff conferences
14. Perform other duties as assigned

Nurse:

1. Activities with Follow Through children, perform: classroom observations and health education; medical evaluation, referral and follow up; dental evaluation, referral and follow up; clinic contact and professional follow up; and first aide
2. Activities with Parents conduct: home visits and workshops in health education; make daily contacts and phone calls; send notes to the home
3. Activities with teachers participate in: and group including other staff members (Social Worker, psychologist, principal, Director, speech teachers, paraprofessinals, etc.); staff workshops on health and nutrition case findings, screening and referral techniques
4. Activities with Community agencies: identifying medical and dental services for families; referral of families for services; engaging speakers and obtaining materials for workshops
5. Nutrition Program: assisting parents and staff in planning, budgeting, shopping and preparation of daily nutritional snacks for children, instruction in family meal planning and consumer education
6. Clerical Activities: record keeping, curriculum development; coordination with School Health Nurse; submit a weekly log to the Director; the Director must be kept informed of the daily planned activities

7. Meet once a week with the Director to review current problems

Summary:

These eight positions; Principal, Director, Supervisor, Teacher, Paraprofessional, Parent Coordinator, Family Assistant, and Nurse make up the local Follow Through staff. All of these people are assisted by a secretary who is either part of the school staff or assigned permanently to the Follow Through staff. These positions are funded by the local district, yet, with the exception of the principal, all of these persons are 100 per cent Follow Through staff. If the entire project is in one school, all of these persons are ultimately responsible to the principal.

The principal is an important member of the Follow Through staff. Cooperation and involvement from the principal have been found to be of great importance to the overall functioning of the program. Edmonds (1980) identified the need for strong leadership in a school. The support of the principal for this implementation is critical for the following reasons:

1. Only the principal can rate teachers. Therefore, work with persons who are not performing satisfactorily must come under the jurisdiction of the principal. The principal must perform the required number of observations and conferences with teachers and paraprofessionals. In order for these ratings to reflect the responsibilities of the program, the principal must be familiar enough with the program to make meaningful observations. If the principal is not familiar with the Follow Through curriculum, he/she

must either make observations with less than adequate knowledge about how the teacher or paraprofessional should be performing, or observe during periods of the day when the Follow Through program is not being taught. Neither of these options is really in the best interest of the program.

2. The overall scheduling of teachers and children is the responsibility of the principal. The principal will either help the program by managing the school in such a way that the program is facilitated, or manage it independent of the program. Managing the school without deference to the program may jeopardize the overall implementation.
3. A principal who is not directly involved in the program is more likely to feel isolated. Isolation may lead to power struggles or decisions that are unwise for the program.

These are the eight key positions for the site staff. They represent the people responsible for the program's daily implementation. In this particular model, great attention is paid to student performance in basic skills areas. Therefore, while the social service component is an integral and vital part of the program, most attention focuses on what is happening in the classrooms.

The data collection for this model will be discussed in the next chapter, but the job descriptions prescribe regular student monitoring. Some of that monitoring is accomplished by regular criterion referenced testing. These data are reviewed by administrators and teachers onsite as well as several offsite personnel.

The job descriptions for the local staff describe responsibilities for the Follow Through program. They do not deal with responsibilities that staff have in addition to those for Follow Through. This is a direct instruction model, so most of the job descriptions involve working directly with children, teachers, paraprofessionals, or parents.

The second model is the PLATO project of the University of Illinois. This is also a direct instruction model, but one that differs in many ways from the model developed by the University of Oregon. The differences in this model create different job descriptions for those involved in implementing the model. The job descriptions are presented first. Then the coordination of the positions is discussed.

Univeristy of Illinois PLATO model

A brief description of the PLATO model follows so that the job descriptions make more sense. The PLATO model is newer than the Direct Instruction Model. It began about six years ago. Subsequently, some positions are less developed than those from the University of Oregon. PLATO is a computer invented and developed at the University of Illinois. Students assigned to PLATO complete tests and lessons on PLATO terminals installed at their site. The terminals are connected to the computer at the University of Illinois by phone lines. All of the terminals together make up the PLATO Network, and students or instructors at one site can communicate with those at other sites on PLATO. The PLATO Education Group (PEG) has developed a curriculum and management system that is used by all sites. Monitoring of student performance can be done at any time by University staff. There is less need for paper and pencil record keeping.

PEG is implementing primarily with remedial upper grade students and adults. Most of these students are currently in either the prisons in Illinois or the Job Corps. They are predominately disadvantaged males without high school diplomas. Their PLATO instruction is reading, math, or language arts. Therefore, although the students are several years older than the students serviced by the University of Oregon, there is quite a bit of similarity in their respective skill levels.

Conceptually, there is a great deal of similarity between these two models. Both are structured for high student involvement, both have developed highly structured and sequential curricula. Formative evaluation is an important aspect of both models. Students and teachers are monitored. Basic Skills areas compose most of the curricula. And, both models practice highly interactive training for implementation. Though the PLATO model requires fewer staff members than the University of Oregon model, the staff's responsibilities are more similar than different. The job descriptions for the University of Illinois PLATO project follow.

University of Illinois Staff

Site Manager:

1. Assist the Educational Administrator in developing the preservice training schedule
2. Assist the Educational Administrator in developing the inservice training schedule
3. Meet with the local administrative staff during each site visit
4. Provide the Educational Administrator with an agenda before each site visit
5. Provide the Educational Administrator with a written summary of observations and recommendations after each site visit
6. Assist the Educational Administrator in making recommendations for staff placement

7. Assist the Educational Administrator in making recommendations for student placement
8. Review usage data monthly and send a printed summary to the Educational Administrator
9. Review the classroom schedules of the PLATO teachers
10. Assist the Educational Administrator in ordering materials
11. Coordinate the visits and priorities of the consultants
12. Respond to Personal Notes from the Educational Administrator and PLATO staff
13. Provide written reports to the sponsor as requested
14. Assist the Educational Administrator in developing research plans
15. Enter fieldnotes within 48 hours after every site visit

When the Site Manager is on site, he/she will work with the Educational Administrator in the following ways:

1. Make joint visits into classrooms
2. Demonstrate techniques and procedures to the teaching staff
3. Make suggestions to the teaching staff
4. Discuss suggestions with the staff members in question
5. Make suggestions to the Educational Administrator for follow up

Consultant:

1. Assist the Site Manager in developing the preservice training schedule
2. Assist the Site Manager in developing the inservice training schedule
3. Meet with the local administrative staff as requested by the Site Manager

4. Determine priorities with the Site Manager before each site visit
5. Provide the Educational Administrator and the Site Manager with a written summary of observations and recommendations after each site visit
6. Assist with the implementation of a research plan
7. Confer frequently with the Site Manager
8. Plan directly with the Site Manager and the Educational Director prior to site visits
9. Enter fieldnotes within 48 hours after every site visit
10. Complete other duties as agreed upon by the Site Manager

When the consultant is on site, she/he will work with the Site Manager and local staff in the following ways:

1. Make joint visits into classrooms
2. Demonstrate techniques to the teaching staff
3. Make suggestions to the teaching staff
4. Discuss suggestions with staff members
5. Make suggestions for follow up to the Educational Administrator

Site Implementation Specialist:

1. Make at least one visit to each site each year with the Site Manager and Consultant
2. Confer regularly with the Educational Administrators
3. Confer regularly with the Site Managers
4. Review the site reports and make recommendations to the Site Managers
5. Request special reports

6. Keep track of the contractual agreements between the site and the sponsor
7. Keep the Director informed of the problems and the progress of each site
8. Work on the Memorandum of Agreement with the Site Managers and the Educational Administrators
9. Review the usage data of each site monthly
10. Review the research plan for each site with the Site Manager
11. Conduct regular training seminars for all Site Managers and Consultants
12. Conduct informal seminars to deal with site implementation issues

Summary:

These three positions, the Site Manager, the Consultant, and the Site Implementation Specialist comprise the University of Illinois staff. The roles of the Site Manager and Consultant are similar to the roles of the Project Manager and Consultant for the University of Oregon. The positions of Coordinator (U of O) and Site Implementation Specialist (U of I) are quite different, however. The major difference is that the University of Illinois project is designed so that all site managers and consultants receive on-going training in site implementation. The Site Implementation Specialist conducts training for all field staff. This is a critical difference that implies in-depth training for persons to do field work.

Site Managers and Consultants have frequent seminars on various topics. Their training goes beyond the technical aspects of PLATO. It has included recent research and evaluation as well as group processes and consulting styles.

The remaining job descriptions are for the PLATO site staff. Generally, each site involves one administrator, teacher, and several aides.

Site Staff

Educational Administrator:

1. Supervise all PLATO personnel
2. Supervise the ordering of materials after consultation with the Site Manager and teachers
3. Place PLATO staff after consultation with the Site Manager and Consultant
4. Develop the class rosters after consultation with the Site Manager and Teachers
5. Support the model/sponsor implementation
6. Meet frequently with the PLATO staff
7. Assist the Site Manager and Consultant in developing a preservice training schedule
8. Assist the Site Manager and Consultant in developing an inservice training schedule
9. Disseminate and discuss job descriptions for all PLATO staff
10. Ensure that the research component is implemented
11. Support the Site Manager in dealing with problems that arise in the classroom
12. Encourage all staff members to attend training workshops and PLATO conferences
13. Coordinate the instructional program on PLATO with the total educational program

14. Serve as laison between the local project and the Federal or state agency involved in PLATO implementation
15. Meet with the Site Manager and Consultant when they are on site
16. Assist the Site Manager by:
    a. making regular observations of PLATO staff
    b. checking the progress of students
17. Notify the Site Manager of any changes in staff or any impending changes

Group Director:

1. Be present in the entire preservice training program, and to perform on all assignments presented by the Educational Director
2. Be present at all staff conferences and perform on all inservice assignments
3. Execute techniques taught in the preservice and inservice workshops and to follow each of the procedures according to the Educational Administrator's or Site Manager's specifications
4. Contact the Site Manager as needed regarding:
    a. problems as they arise
    b. changes in procedures or personnel on site
5. Implement procedures including:
    a. programs
    b. data collection
    c. record keeping
6. Work directly with students
7. Keep terminals operable using:
    a. lesson "repair"
    b. p-note Knoke

   c. phoning Knoke
   d. preliminary trouble shooting
   e. getting parts
8. Schedule terminals for maximum usage, including overscheduling for anticipated absenteeism
9. Check and report data collection for:
   a. students taking/passing the GED
   b. students taking/passing the Constitution Test
   c. students passing the SCAT
10. Check site data regularly for:
    a. active students
    b. active instructors
11. Advertise PLATO as necessary to interest new students
12. Effectively manage the PLATO classroom by:
    a. regulating the flow of students
    b. planning and implementing transition from one area or class to another
    c. giving help to students as needed
    d. informing students of the site's rules for terminal care
    e. work effectively with Instructor Aides
13. Present demonstration to visitors as requested

Instructor Aides:

1. Be present in the inservice training program, and to perform on all assignments presented by the Teacher or Educational Administrator
2. Be present at all staff conferences and perform on all inservice assignments

3. Execute techniques and procedures taught in the preservice and inservice workshops and to follow each of the procedures according to the Educational Administrator's, Teacher's, or Site Manager's specifications
4. Work directly with students
5. Assist the Teacher in keeping the terminals operative
6. Assist the Teacher in checking and reporting data
7. Assist the Teacher in checking site data
8. Assist the Teacher in effectively managing the classroom by:
    a. regulating the flow of students
    b. giving help to students as needed
    c. informing the students of the site's rules for terminal care
    d. work effectively with the teacher
9. Assist the teacher in presenting demonstrations to visitors as requested
10. Perform secretarial and curriculum development assignments as directed by the Teacher
11. Assist the teacher in keeping the student materials organized and up to date
12. Perform other duties as designated by the Teacher or Educational Administrator

Summary:

The positions of Educational Administrator, Group Director, and Instructor Aide compose the site staff for a PLATO implementation. The PLATO implementations have thus far taken place predominately in State or Federal residential facilities. Therefore, the educational programs are one of many programs offered by the institutions. School is occasionally mandatory, but more often it is voluntary. The residential settings often create situations in which a wide variety of programs compete with each other, and residents are paid different rates for participation in different programs. Therefore, one measure of the success of these implementations is the attendance and growth of the programs. Attendance increases, and the programs increase in size as the programs become successful.

PLATO instruction is often regarded as "non-judgmental" and reinforcing by the students. Given that these are older students-many in their early twenties, or at least their late teens, they have usually either dropped out of high school before graduation, or they were incarcerated before finishing school. For most of them, school was not a successful venture. They communicate positively with PLATO because of the matter-of-fact corrections on PLATO and also because of the sense of accomplishment that they feel while independently completing their assignments.

The positions of Educational Administrator, Group Director, and Instructional Aide are very similar to those of Director, Teacher, and Paraprofessional in the Direct Instruction Model. Their responsibilities are specific with few overlaps. The major emphasis is on running an efficient, orderly, and business-like classroom.

Suggestions for Applying These Job Descriptions

Develop Specific Responsibilities

One common strength of these two models is that both have developed very specific responsibilities for all staff. The job descriptions for two models appeared so that the intricate mechanics of working out responsibilities compatible within the existing line-authority positions would be clear. Both models have learned that specific delineation of responsibilities has resulted in smoother implementations. Simply, the more clearly each person understands what he/she is expected to do, the more likely it is that all of the jobs will be done.

Detailed job descriptions also foster objective evaluations of the persons filling the positions. Accurate descriptions make it possible to select the best people for each job. Individuals who are attracted to a position because they see it as a "reward" or promotion may reconsider when faced with a detailed list of what the job entails.

Modify the Responsibilities as Needed

No two types of implementations require the same kind of staffing. One should not attempt to force positions into one of these molds if they really don't fit. Adaptations should be made to tailor the positions to the particular needs of the new project. And, the more detailed the plan, the greater the chance of success.

Changes in personnel may force changes in the job descriptions. If these needs become apparent, it is better to make the modifications than it is to "fight" the individuals involved. All personnel changes should initiate a reexamination of the job descriptions to see if it should be changed.

The project may also change. Both of these models have changed as they have grown and matured. Persons who were well-suited to one position at the beginning of a project may become better suited for other positions as the project expands. So, certain amounts of flexibility need to be built into the implementation so that the necessary changes can be made.

Chapter 7

Training

If a program is well designed, and has good materials, adequate monitoring evaluation, and communication, it may still fail if the "training" of the new staff is inadequate. The entire implementation may suffer if teachers have not practiced what they are to do with students, or if they don't know the rationale behind their work. It is important to consider several aspects of this training-how to articulate the program, training techniques, the content and types of sessions needed, and how to evaluate the performance of trainers.

Articulation of the Program

The better a program has been articulated, the better the training will go. Despite the feelings that many people in the field of education have against programs that specify when and what a person should do with students, there is strong evidence that the more specific the program, the more effective it will be. Articulation, in this context, means that the materials specify what the teachers are to do, appropriate students, the outcome behaviors, how to monitor progress, and how to measure effectiveness. Some would argue that clearly articulated programs are the easiest to implement. Others would argue that the very specificity of the program makes the implementation task more difficult because more details are important and the "ideal" is more clear. Conversely, if you do not know how you want the teachers or students to perform, training could be even more complicated. You would not know how far the trainees were from the ideal. On the other hand, the sponsor who carefully articulates what is expected has a more accurate picture of what is wanted from the teachers. It may be difficult for more teachers to match this "ideal."

For the want of articulation, training sessions would probably focus on program theory and rationale. Little time would be devoted to practice.

The real question, then, before any implementation is begun could be, "What would be ideal performance of teachers in this model?" It is very important to think in behavioral terms to answer this question. How will the teacher spend time? What will the classroom schedule be? How should the room be organized? What should the students be doing? How much time will be allocated to basic skills? How should the remaining time be spent? How will the teacher interact with the students? How is the teacher to correct the students' general behavior and specific mistakes? How should the teacher place new students? Who and how will students be evaluated as they move through the program?

These are important questions. The answers to these questions shape the implementation. If a sponsor cannot answer one or more of these questions, the sponsor should consider holding off the implementation until the program has been articulated better. Answer the following questions regarding your program:

1. How does the teacher spend time? How interactive is the the teaching model? Is the teacher expected to actually be "teaching" small or large groups?
2. What is the classroom schedule? How long will the students be with the teacher? Is this an all day program, or is this a pull-out program? How long will students spend in each subject area?
3. How should the classroom be set up? Should the students be at desks or tables? What other furniture is necessary? Will special

equipment also be needed? If special equipment is needed, where will it go? Will extra chairs be needed?

4. How much time is needed for each subject area? Will there be many "competing" activities in the classroom? Is this primarily a basic skills program? What additional activities will involve the students every day?
5. How should the remaining time be spent? Are there other skill areas to teach? Are additional teachers involved? Are there district or state requirements to meet even though the students are in a special program? How much time is allocated to music, art, and physical education? How many teachers will be responsible for all of these areas?
6. How will the teacher interact with the students? Will there be a management system? Is most instruction teacher-directed? Does the teacher teach to small groups, large groups, or individual students?
7. How will the teacher correct the students' general behavior and specific mistakes? How will students who need extra work get help? What kinds of additional work is there? How is additional work assigned?
8. How will the teacher assess the performance of entering students? Are there placement tests? Are there other provisions for placing students? How will the teacher group students for instruction? Where will the teacher place students who enter the program after the beginning of the year?
9. How will students move through the program? What determines the students' rates? How will the teacher determine the students'

mastery skills? Do all students move at the same rate? If some students move faster, how will they skip materials or accelerate through them?

10. What materials will the teacher use? Where do these materials come from? Does the teacher select materials? Are there different materials for students of different ages and abilities? Do all students use the same materials?

When these questions and others are answered, the implementation is articulated. When the implementation is articulated, it then becomes possible to develop implementation checklists. It is then also possible to determine which teachers are doing the majority of things that should be done for a well-implemented program. This kind of specificity is necessary before implementation can be measured. These questions and other determine the "ideal."

Training Techniques

It takes a particularly well trained person to implement a program, even a well-articulated program. The highly skilled implementor must have a variety of skills in order to perform the training and implementation. There are nine key skills to look for in a skilled trainer.

1. A trainer should first and foremost be a master teacher. A master teacher is one who can teach in the style that the training is designed to deliver. If the trainer is a model teacher, the teachers in the training session will have a demonstration of how they are to teach. If the trainer does not present such a model, it is doubtful that the teachers will ever see one. By defining master teacher, it is assumed that the trainer will execute teaching skills flawlessly. Bookman and other

representatives of publishers seldom do more than "talk" about their materials. Teachers almost never see each other teach. Once they are assigned their own classes, they are virtually on their own. Once they are on their own they may be observed on occasion by their principals, or assistant principals. These persons will probably observe once or twice a year-at most. Seldom if ever has someone come into the room and worked with them while they teach.

Therefore, the trainer, as model teacher, can make a great impact on the teachers he/she is training. Teachers need to see a polished presentation-one that demonstrates all of the techniques that they are to master.

2. In order to be a model teacher, the trainer must know the subject. The subject must be mastered so that the trainer can focus attention on the participants. The trainer must be well prepared to train in this way. Distractions are inevitable. So, there is no substitute for this level of preparation. When the trainer is well prepared, he/she can concentrate on the participants. Also, when the trainer is well prepared, the strange things that inevitably occur when working with groups of people will do less to unnerve the trainer. Things will go more smoothly as participants move around the room, or the fire alarm goes off.
3. There are also most definitely a set of "presentation skills" that a trainer can master. These presentation skills are separate and apart from skills required to "teach" the materials. These are the skills required to move through the theory and

rationale of the program, field questions, and keep the audience moving while presenting in an organized way. Humor is best mixed with serious practice. Breaks must be given-not in the traditional sense of time off, but in the nontraditional sense of moving from one type of activity to another before the participants weary.

The experienced, skilled presenter develops a sense of presence that continues regardless of the situation, or the materials that are used. In fact, it is possible that an experienced presenter will be able to present new material more effectively than one who actually knows the new materials better but is less experienced in presenting. The "presentational skills" alone will make a big difference in the training.

4. There is no substitute for the trainer's experience with students. In virtually all training situations, teachers and administrators will ask questions about how students will respond in various situations. Teachers judge quickly the trainer's ability to answer these questions. If you are advocating beginning a program that has been successful with hard-to-teach students, anticipate that some teachers and administrators will doubt your claims of effectiveness. They will have legitimate questions. Many questions will stem from their lack of success with their students. The other kind of questions are those that deal specifically with how long it will take to teach something, or how to work out a particular problem with the students. The question of vandalism to terminals is always a question at PLATO

implementations. It is with certainty that trainers in this program can say that to this day there have been no problems with vandalism. These are the practical kinds of questions that teachers ask, that the trainer needs to anticipate and answer. These questions are best answered with anecdotes which spring from experiences in classrooms with students. When the trainer has this kind of experience it is possible to answer questions in reassuring ways.

5. Experience with teachers is also very important. The greatest amount of experience with teachers comes, obviously, after the trainer has already started to work with teachers in the field. Teachers group themselves in several ways. There are the hard workers-they most often sit in front. There are the skeptics-they ask the most questions and they ask questions that demonstrate that they have serious reservations about what is being said. There are the old timers who are open to every new idea that comes along, and there are the new teachers who think that they have all the answers.

It is almost impossible to know what the mix of teachers will be in a session until it is underway. It is difficult to anticipate how many types of teachers will make up the group. It may also be difficult to know where they were trained and why they may object to the procedures or processes that are being recommended in this training. Learn to gear your presentation to the teachers who strike the middle of the road-not the ones lined up on the front row fifteen minutes before the session is to begin, and not those who behave as if they won't be convinced of anything presented. Strike for middle-of-the-roaders. These teachers will be the best barometers of the training session.

6. Along with experience working with teachers comes the ability to answer questions. After a limited number of training sessions, it will become apparent that original questions are few and far between. Most trainers become accustomed to frequently asked questions and build their presentations around these questions. They frame their presentations so that these questions are answered before they are asked. The best strategy for answering questions is to meet them head on. Skirting the issue will be picked up as such. Once teachers pick up an indirect answer, they may question other aspects of the presentation. It is important for the asker to feel that the questions are being answered, and it is also important for the participants to develop faith in the trainer. A great deal of faith comes with the trainer's ability to answer questions.

Trainers differ in how they handle questions. Some feel that all questions should be held until the end of the session. Others feel that questions should be answered as they come up. The reason for answering the questions as they come up is that a participant may become preoccupied with a question that isn't answered. The best strategy is probably one that falls somewhere in the middle. The trainer wants to salvage as much practice time as possible while still answering the teachers' questions. Experience creates this balance. Some participants ask questions to get out of practicing. Trainers need to be on the look-out for this and and restructure the session if it is happening.

7. Common sense is also important. Trainers are constantly making judgements during training sessions. If a session is planned for program training, but it becomes apparent that the teachers lack orientation to the program, the trainer should drop the prescribed plan for the training and give an orientation. This is just common sense. It is important to be sensitive to what is happening in the session, and it is important to be flexible. Being flexible is a key, or at least appearing to be flexible while continuing to do what is on the agenda might even be a better key. If the trainer can strike this balance, it is possible for the session to appear less formal than it really is.

8. It is important for the trainer to monitor the participants and pace the training briskly. A great deal can be learned by monitoring. If the participants are confused, it will show. If the participants are unhappy, that will show too. If the participants are truly having trouble with a particular skill or portion of a skill, that will become apparant as well. All of these things are learned as the trainer watches the participants.

Close monitoring of the participants demonstrates the kind of model that the trainer wants for the participants. The trainer wants the teachers to monitor the students they teach. The trainer's behavior with the participants simulates ways the trainer wants the teachers to perform with their students.

Trainers should remember that they are not putting on a show-they are demonstrating teaching techniques. They are demonstrating the techniques that they want the teachers to copy.

Skilled trainers present with a delicate balance of moving briskly through the material while still providing adequate practice where necessary. The judgements required to accomplished this pacing require the trainer to watch the participants carefully, moving quickly whenever possible, and slowing down (not with actual speed, but with repetitions) at the difficult spots.

Actually starting a new program is frequently the most difficult time of the implementation for teachers. Any help that can be given for that first day or so will be greatly appreciated. If the program is well articulated, the early days will be easier. Information on the first few days should be covered as completely as possible.

9. As mentioned previously, the trainer needs to blend the philosophy, rationale, and practice. It is naive to think that everything that is said during a teacher's first training session will be remembered. In fact, there is reason to suspect that much of what is presented at the first session will probably be forgotten. The important thing is that the presentation make sense to the participants while they are participatants. The session will make sense when the philosophy and rationale are woven into the context of the training. If the philosophy and rationale are presented in isolation, they cannot be integrated fully into the practice that the participants are receiving. If the information isn't integrated into the session, it is likely that the participants

will not be able to integrate for themselves. It is not uncommon for participants to "hear" things in their second or third training session that suddenly makes sense out of something that they have been doing for some time. It is possible that they got the same information at least a couple of times before but didn't really "hear" it until they had mastered the more rudimentary aspects of the implementation.

Training

Throughout these pages, the work done with teachers in the implementation of the new program is constantly referred to as "training." Some would argue strenuously with the choice of this word. They might even argue that the person conducting the session should not be referred to as a "trainer." It is correct to assume that this chapter refers to teaching specific behaviors. This is not to suggest that behavioral training is done to the exculsion of philosophy and rationale. But, the assumption is that with this training, there are many specific behaviors for teachers to learn. For these reasons, "training" is a very appropriate term.

Training, then, is used here to mean that the object is to teach specific behaviors during the session. The integration of philosophy and rationale are important, but the primary goal is to teach behaviors-specific things for the teachers to do. This kind of training is accomplished as the trainer describes the task, explains the whys and hows of the task, and then models the task. The next step is for the participants to practice the task with the trainer. This practice should be repeated until the participants are performing the task efficiently and confidently. The number of repetitions required to achieve this level of mastery will differ depending upon the skills of the participants and the difficulty of the task.

Types of Sessions

The sections that have preceded this one have assumed that the trainer is working with a group. This may or may not be the case. It has not been assumed that the trainer is conducting a particular type of session. There are three basic types of sessions: Preservice, Inservice and Follow Up Consulting. These types of sessions have many things in common. They are also different in several critical ways.

Preservice. The term, "preservice," will be used here to mean training that takes place prior to beginning the implementation. Therefore, it is assumed in this session that the participants may or may not have attended an orientation session, and it is also assumed that none of the participants has had direct experience with the program. The participants are assumed to be novices. They are encountering their first practice sessions with a new program. Several different things need to be accomplished during this first session. An overview of the program is a good beginning. If the program is designed for a wide variety of students, this needs to be said. If the program will service different students in different ways, this too should come out. If there are different strands within the different levels, the teachers should know this as well. Generally, all pertinent general information should be covered in the overview. While the overview should not be extensive, it should be complete enough that the critical information is relayed. If total training time is two working days, the overview might take the first hour of the first day.

The schedule should also be presented-the schedule for the preservice session. It is common courtesy for the group to know what is expected of them in terms of time. It is also beneficial for them to know where they are in the general scheme of things-are they "on schedule?" Do they have four times as many things left to cover as they have covered even though they are well into the second day? Generally providing a schedule will serve to keep both the trainers and participants on task-it will let them know what is to come.

Assumed in the schedule is the topics to be covered in the session. It is important that the participants know what will be covered. They need to know what and when different things will be finished. If there are any unique aspects to the training or monitoring of the program, these need to be explained. Teachers are not accustomed to behaving in a session as if they are "teaching." They are much more accustomed to listening to talks. Therefore, they should be told that they will be teaching (in a group, but none the less, teaching).

Review the goals of the program. It is possible, that many participants will know what the meeting is about. Review how and why the program is being implemented. If the district has selected the program, the teachers should know this. If the school has decided to use the program, this is a different situation. If the district is making the program available, but the teachers make the final decision, teachers should know they have a choice. Emphasize the primary and secondary goals of the program. If decoding practice is the primary goal of the program, and comprehension is the secondary goal, the teachers should know this. Learn to anticipate which points will present the biggest philosophical problems for teachers-what will they have the most trouble accepting, and then focus on these goals.

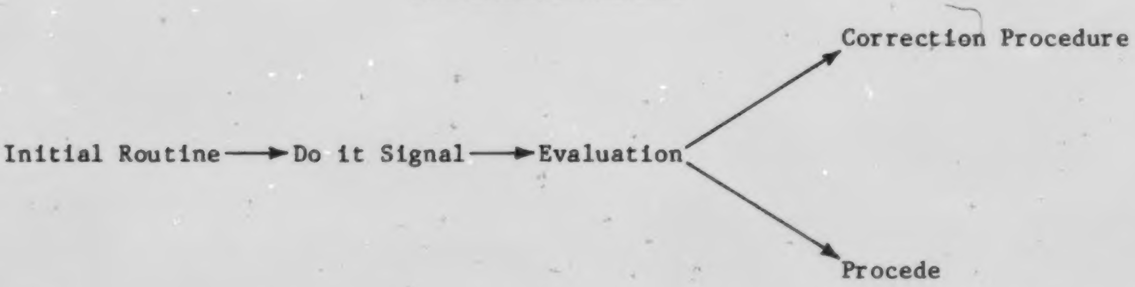
If possible, specify performance goals for students. When using the Distar materials, it is reasonable to expect groups to complete a certain number of lessons in a number of schools days. The highest-performing groups should complete about 200 lessons per year, while the middle-performing groups complete about 180 lessons and the lowest-performing groups about 160 lessons. These are realistic goals, and they should be shared with teachers during their preservice training. It helps for teachers to know that all groups are not expected to progress at the same speed, and it also helps for them to know about how fast groups may be expected to move.

Initial training is very impressionistic for most teachers. It is important for them to walk away with clear pictures of what is expected of them with the new program. It is not enough for them to have been "talked to" for days on end. They need models that they can follow-they need to have seen how they are expected to behave. Generally, the preservice training should be tied as directly as possible to practicing what the teachers will do. A good balance is about 15 per cent time spent on theory and rationale, and 85 per cent practice-most of which should be directed practice.

The training session should simulate the kind of teaching that is expected from the teachers. If the teachers are expected to be non-directive, this is the type of practice that they should receive. If the teachers are expected to perform direct instruction-practice that is precisely teacher-directed, then regardless of how specific the teacher presentation materials are, it is important to direct the teachers in practicing what they will soon be doing with the students. Simulated teaching may be a foreign procedure for most teachers, they are much more accustomed to being less directive. But, by simulating what they will be doing it will be easier for them to implement later with the students. In other words, one would not want to present a lecture on direct instruction at a preservice workshop. Lectures and direct instructions are not compatible. Determine the type of instruction that is most compatible with the model that you are proposing. Then, instruct the teachers using that type of model. Practice what you preach. Direct instructions of students requires direct instruction of the teacher who will teach those students.

A model for teaching and teacher training appears belows. This is a "Teaching Flow Chart," developed in 1974 with Glenda Hewlett. This flow chart illustrates the process of teaching in the direct instruction programs, the events in this flow chart follow in this same sequence.

Teaching Flow Chart



An explanation of the Teaching Flow Chart follows. An initial routine is anything that the trainer (teacher) says that introduces what the participants (students) will be doing. In a teacher-training session, this might be inforamtion on the theory or rationale. It might also be specific information about how to teach a particular part of the task, or instructions in how to perform that part of the task. Whatever the information is, this is the part of the presentation where the trainer (teacher) is talking and participants (students) are simply listening. The participants (students) are not expected to perform other types of responses.

The Do it Signal, on the other hand, is a call to action. This is the signal that the trainer (teacher) gives so that the participants (students) perform. With this signal the participants perform and the trainer (teacher) begins the evaluation (the third step in the sequence). The evaluation occurs as soon as the trainer (teacher) gives the Do it signal. The trainer (teacher) determines with this evaluation whether or not the participants (students) are performing the task correctly or incorrectly. If they are performing the task correctly, the trainer (teacher) continues with the task. Continuing might mean praising or it might mean going on to a similar task. It does not mean further work on the same tasks.

If the participants (students) fail the task, then a correction procedure is needed. A correction procedure is necessary in order to provide further models or practice for the participants (students) on whatever they are having trouble. Seldom, if ever will students learn much from further discussion of the tasks. What they usually need at this time is another demonstration of the troublesome task, or help that will actually lead them through it. Most corrections on new learning are derived from a combination of Modeling, Leading, and Testing. The Model, Lead, and Test chart, also developed with Hewlett in 1974 appears below.

Procedure	Purpose	Who Responds	Introduced By
Model	Demonstration	Trainer	"Watch," "My turn," etc.
Lead	Change Behavior	Trainer and Participants	"All together," "Do it with me,"
Test	Evaluation	Participants	"By yourselves," etc.

In direct instruction teacher training, and direct instruction teaching of students, the general procedures outlined in the chart above are used to introduce new information and to correct errors that the students are making. Generally, when the trainer (teacher) evaluates that the participants (students) need correction, the first step in the correction would be the model. With the model, the trainer (teacher) demonstrates to the participants (students) the specific behavior that needs correction. It is not assumed that the model, in and of itself, will correct the students. It is assumed that the students will probably benefit from a clear demonstration of the task. Frequently after a mistake has been made, the participants (students) are somewhat confused about what it is that they are supposed to be doing. The model may clarify the behavior for them. The model alone is seldom enough, yet most trainers (teachers) stop with the model when making a correction. Somewhere along the line, they have come to assume that just "showing" the participants what to do is sufficient. It would be wonderful if "showing" were enough, but it just simply is not the case. Because showing isn't enough, it is then necessary to continue with the teaching demonstration-it is important to lead.

The lead is probably the most powerful of all of the procedures. The lead becomes the training wheels during the process. It is during the lead that the trainer (teacher) performs the task with the participants (students). The lead may be repeated many, many times. In fact, it is not uncommon for the trainer to lead a single behavior forty or fifty times at the beginning of a training session. The lead is a simultaneous model, and the simultaneous model prevents mistakes. If participants who are about to err look up, they will see the trainer performing the task in a certain way. At this point they will be "precorrected" and perform the task correctly. The lead is a simultaneous model-it is designed to change behavior.

The last step in any correction is the opportunity for the participants (students) to perform the task by themselves again. In this sequence, this is called the test. The students perform the test alone, and the correction is not complete until the students have successfully performed the test without assistance from the trainer. The final step must be without assistance. If the participants require assistance, you are no longer testing, you have returned to leading. If you must continue leading, you must, but then remember to test. The goal at the conclusion of any correction is that the students have to be able to perform the task by themselves. They have to perform the task without need of correction. Until they can perform the task without a correction, and firmly, they are not corrected.

The concept of "firm" is important. "Firm" means that the responses are without hesitation, they are without error, and the students respond as if they really "know" the answer. Hesitancy is not "firm", and students who respond hesitantly need additional practice. Students who are not firm should be treated as students who need correction. They need additional work before they are confidently responding to a task.

What are reasonable performance expectations for the end of preservice? Much of the answer to this question is determined by the kind of program that you are advocating. An even more dodged answer is that the performance of the group at the end of preservice is the performance of the group at the end of preservice. There is very little more that can be said about the group, and there is general cause not to extrapolate a great deal from the participants' performance during this initial training session.

At the end of a successful preservice training session, teachers will probably be enthusiastic, they will also be a little confused, and they may be hesitant and yet eager to start implementing the program. They may experience a bit of a tug of war internally regarding when and how they will start to use the program. They may be torn between wanting to get started immediately (before they forget something), and waiting a bit so that they can work things through and practice on their own a bit longer before working with students. Teachers who want to wait weeks before beginning their implementations are obviously avoiding getting started, while teachers who plan to start the day after preservice may be jumping the gun a bit. The best schedule for starting the implementation is probably somewhere in between.

Inservice. Ideally, inservice training should build upon preservice training. If the overall implementation is well-designed, the same person or team of persons who did the preservice training should be encouraged to do the inservice training. As similar as trainers who have worked together and have been trained together may be, there are still stylistic differences. There may also be informational differences-everything from simple little differences to larger differences that may or may not affect the overall implementation. Every attempt should be made to keep the personnel stable. Relationships will begin during preservice training that can be built upon during inservice training. It is best to allow these opportunities to continue.

Several important questions should be raised on the topic of inservice training. How often should the inservice training be scheduled? What should the conditions of the training be? How is the agenda set? What is the basis for the content of the sessions? How will the staff receive feedback? Who will answer questions? How is the performance of the teachers and the students monitored? What kinds of feedback will the staff receive? How "personal" should inservice training become? What is the most efficient format for inservice? How and when should new information be presented?

All of these are important questions, and they are questions that should be answered carefully. Exemplary answers follow.

How often should inservice training be scheduled? The first inservice training session should be scheduled soon after the preservice session. First, teachers will come up with many questions in the first few days. The sooner these questions are answered, the better. Also, there may be problems with materials. If there is no one onsite that is familiar with the program, it will be difficult for the onsite people to know what they have and what they need. They may discover that they are short on some materials or totally lacking others. The materials' needs should be taken care of quickly. It is also important to give a quick review of what was covered during preservice. This will provide "spaced practice." Teachers are more likely to implement successfully if there has been some time between when they first practiced the techniques and then implemented them.

What should the conditions of the training be? This is really a loosely structured question. All persons involved in the implementation should attend. If it is at all possible, this meeting should be held on school time for at least two consecutive hours. A shorter time than this, or an after school schedule is less effective. The inservice session format should have been discussed during the preservice session-the participants should know what to expect.

How is the agenda set? The trainer should set the agenda in consultation with the administrators or supervisor (onsite) for the project. As much as possible, setting the agenda should become a joint effort of the trainer and the site people who have responsibility for the project. Each agenda should include information, practice, and feedback.

How is content chosen for the session? The "new business" is determined by the trainer long before he/she arrives on site. In fact, a well-organized program will have a sequence of topics to implement that are used with each new implementation. The trainer should always plan to cover these "new business" items. The staff should be given feedback on the status of their implementation. They should be told how they are doing. Any new program will look "new" until it has cycled through an entire year of implementation. This cycle continues with each new level if the program is multi-level, but a new program may be well implemented and doing well, but it will still look like a "new" implementation at the beginning.

Sophistication and smoothness comes with age and experience, they will never be achieved immediately. So, the feedback should be given in light of the age of the implementation. Phrases such as "You have been implementing this program for a month now, and here is a report of your progress. All materials are in order. All students are assigned and the schedules are revised. All pretests have been given, and the students have been assigned to their unique units of study. The schedule for the entire program is operative, are informative and give a good perspective. "

Teachers will have questions. Time should be allowed for their questions, preferably later in the session. "Old business" should be also covered. Anticipate the need to review much of what was covered during preservice training. As often as possible, schedule the inservice training session to follow your classroom observations. Anecdotes from those observations are often appreciated, and you gain respect from the staff when they see you in the classrooms with students.

How will feedback be given to the staff? Out of necessity, most feedback will probably go to the group during inservice training. Written notes taken during observations should be passed on after file copies have been made. The notes may be shared with the group, but in general terms identifying common successes and failures. Make an outline of the notes to use as an agenda for inservice training and distribute it to the staff. They will serve as an organizer for the trainer and the session.

How and when to answer questions. The same problem exists during inservice that existed during preservice regarding questions. Holding off questions until the end of the session will make some people anxious. Dealing exclusively with questions may take the entire session. A compromise is best. Begin with the items on the agenda, allow a few questions and keep track of the time. Structure your presentation to answer the most frequent questions and keep moving until all items are answered.

How is the performance of the teachers and the students' monitored? And, What kinds of feedback will teachers and students receive? The answer to one of these questions involves the other question. A well-defined program will have provisions for monitoring teacher and student behavior. The behaviors may be as elaborate as those outlined in Chapters 8 and 9, or they may be simplified modifications of these procedures. Whatever you use, the procedures should be objective, and they should begin as soon as the implementation begins. They should include some provisons for comparing the rate of progress that the project is making against the amount of actual time that they are spending-be it days, hours, months, or whatever measure makes the most sense for your project. The most important aspect of this measurement is that there has to be some way to compare the rate of progress within the project with the passage of the calendar. Parallel statements can be made for student progress and teacher progress, the more responsive teachers will be to suggestions and comments. Concentrate too dramatically on teacher-performance and the teachers will take it personally (can you blame them?). Concentrate on student performance and the goals of the project will become more clear to everyone.

How "personal" should inservice training become? The most cogent answer is, Not very. Individual problems are best dealt with privately. Concentrate on common problems and issues while the group is collected for inservice training.

What is the most efficient format for inservice? The most efficient format for inservice training is one that allows one trainer to work with the largest number of people for the greatest amount of time, covering the most information in the most thorough way. Working one-to-one with staff is very inefficient. With an inexperienced staff, you will find yourself repeating many things to different people. There will be many common problems. Gather these people together and you can say the same thing to each of them-once. They will also learn from each other's questions. It is also easier to work with a group than it is to work with an individual. It is much easier to get off task with just one person, and frequently a group cohesion develops that will be good for the individuals involved.

How and when should new information be presented? First, comment on the overall implementation, then review information from preservice. Next, deal with questions and then start with "new information." This sequence begins with a general overview of how well the implementation is going. It then focuses upon "clean up" from the preservice session-areas in which the teachers still need help, and then it deals with questions that have lingered after preservice and inservice training. Finally, as these areas are finished, the agenda moves to new information-what is coming up.

The amount of new information to be presented at any one time is somewhat dependent upon the inservice training schedule. Generally, about half of each inservice training session should focus on new information. Teachers will not progress at the same rate. Some teachers will be ready for new information before others. Therefore, it is best to balance the session with review, questions, and new information.

Consulting. For the purpose of this section, consulting is defined as work done by a project manager (site manager) or another person that involves working directly in the classroom with teachers and aides, demonstrating or otherwise working directly with the teaching staff. This type of consulting is unusual because it assumes that the person doing the consulting is capable of working directly with teachers and students to demonstrate techniques. A consultant who has these skills gains the respect of the site staff quickly. Problems with the program show up when the program is implemented, and the consultant/program developer will find out about these problems by working directly with teachers and students.

The consulting skills required to do this kind of work effectively are extensive. They have already been discussed elsewhere. (See Chapters 3 and 4.) It is equally as important for the consultant to monitor how he/she is interacting with the site staff as it is for her/him to be concerned with the specific information that is being transmitted. It is important to balance between moving the implementation along while being sensitive to the site staff.

Ideally, the first consulting visit should be scheduled before the preservice training is completed. It is important for the person who did preservice to do the consulting. It is also important for the consulting to occur promptly. Schedule the first round of consulting approximately two weeks after preservice training. Two weeks will give the site staff time to get organized, yet they will not have had time to practice mistakes.

During the first year of the implementation, schedule consulting for approximately once a month. This amount of on site time is important. On site time might be reduced after the first year, but in the beginning it is better to schedule frequent trips. The better prepared people are during their first year, the better the project will function from then on. Reducing on site time will depend upon local supervision and staff turnovers. During the first year, for all practical purposes, the consultant/manager must assume responsibility for the supervision of the program. But during the first year, the manager should identify the potential on site supervisor and begin training that person to supervise. Schedule time into every classroom during each consulting visit. If there are too many classrooms for this type of schedule, it will quickly become apparent which classrooms are most in need of help. Develop a form with the half dozen most important implementation variables. Rate the "degree" of implementation in each classroom. List the classes that are high, medium, and low implementations. High classrooms require the least monitoring. Medium classrooms need more time initially, but should move up quickly. Low-implemented classes will need the most help for the longest period of time. Focus on them after the bulk of the work is done in the medium classes. The rationale behind this practice is that assuming that there are already some classrooms that are in pretty good shape, by shaping up the "moderately" well implemented classes, there will be many more well-implemented classes. This does not mean that the classes that are most needy are totally neglected at first-it simply means that concentrated help goes first to the classes that will shape up quickly. The categories that follow are general areas to use to classify classrooms, regardless of your program.

Management. Follow these procedures. Look for the schedule. Does the teacher follow it? What about transition time? How long does it take the students to move from one activity to another? Do students seem to have enough to do? Where are the materials? Are things organized? Does the teacher have to search for the Teacher's Guide that you request, or is it readily available? What kind of shape are the materials in? Is equipment in obvious disrepair, or is everything ready for use? How do the students store their materials? Are there desks in the class, do the students keep their materials in their desks? How positive is the atmosphere? Are students off task or disruptive? How does the teacher correct students who are out of order?

Teaching Strategies. Strategies differ depending on the program; therefore, when the teacher is working with students, is the teacher doing what he/she is supposed to be doing? Which teaching strategies are most important? If the teacher is not implementing these strategies, there are probably serious problems and the students will not be getting the program that was intended.

Assess Placement and Progress. Are students placed appropriately? Are they moving along at a reasonable pace? Are higher performing students moving faster than medium or lower-performing students?

By looking at management, teaching strategies, and assessing placement and progress, it is easy to identify high, moderate and low implementing classrooms. It is then possible to work out an observation schedule to focus on high and moderately implemented classes to focus on them first.

Arrangements and Conditions for Training.

Often, the trainer has no control over the training conditions. Frequently site administrators make all of the arrangements. However, should the site administrators seek advice, or if the trainer is in the position to make decisions about the training sessions, the following considerations are important.

Group size. An optimal group is about 25-30 people unless the training requires equipment that permits fewer. A group much larger than 30 will be difficult-difficult for a trainer to watch, if not manage. A "depersonalization" takes place in groups of this size, and it is best to keep groups a bit smaller if it is at all possible. Very small groups are also difficult. It is more difficult for a trainer to keep a small group moving than it is to keep a large group going. Participants tend to be self conscious and they may be more inclined to talk with the trainer, making the situation more casual. One-to-one situations are probably the most difficult of all to manage. It is almost impossible to work with an individual on a one to one basis in the same way that it is possible to work with a group.

Scheduling. Divide the training time if it is longer than about three hours. Cramming practice of all types into as tight a schedule as possible is false economy. It is best to work with a group for about an hour and a half, take a short break, meet again, and so on. It is even best to schedule a five hour session for an afternoon of one day and the morning of the next rather than try to complete the session in one day. The amount of new information is overwhelming for many participants. Therefore, it is important to give the participants "consolidation time"- time to reflect upon and integrate what they have been taught.

Review. Spend the last five minutes of each portion of the training session reviewing information that has been covered up until that time. This review demonstrates to the participants how much they have learned.

It allows for emphasis upon the most important pieces of information. Information is seldom of equal importance. The review should focus on the most important implementation. Review also sets up the end of each portion to end on a rather high note. Participants generally will feel better repeating things they can perform well than they would feel concluding with things they have not mastered.

When is a Person Trained?

Given good preservice training, inservice training, and consulting, when is it safe to assume that a person is trained? When can that person be left alone to continue the implementation? The unfortunate answer is, probably never. This answer has encouraging and discouraging sides. Staff who are doing well like to "perform" for the manager/trainer. They want help. They are seldom satisfied with their level of implementation. Once they have mastered a basic skills curriculum, they then want to move into other areas. They want the opportunity to "show off" their students to an "outsider"-they like to have company. Teachers seldom have visitors from the outside, and one measure of the success of an implementation is the enthusiasm with which the staff greets consultants and trainers. The more successful the implementation, the more eager the staff is to work. Success is contagious, and when these conditions exist, the overall implementation is well on its way. This is the encouraging side of continuing to work with people on a project.

The discouraging side is that "slippage" is almost inevitable when attention decreases. Both the University of Oregon and PLATO projects have experienced this phenomenon. Both sponsors have realized that when the sponsor services diminished-when the sites were monitored less frequently, the level of implementation went down. These results are particularly true when there are inadequate provisions for local monitoring by onsite staff. Well trained onsite staff can fill the monitoring gaps-to a certain extent. They cannot replace the "authority" that an outsider has, but they can assist in keeping the program going. They can monitor the daily implementation and call for help when necessary.

Summary and Conclusions

Several points were made about "training." Training was defined as the process of changing behavior. The characteristics of the trainer are critical to the training process. It is important that the trainer be both master teacher and master presenter. The skilled trainer knows both the program and the intricacies of implementing that program. The points made about training, were made after presenting a case for a well-articulated program, a program that lends itself to specific training.

Three different types of training sessions were described. General outlines included scheduling, content, and strategies for developing each type of session. Particular attention was given to a "Teaching Flow Chart," and the techniques of modeling, leading, and testing. These techniques are recommended for all teacher training sessions. The purpose and procedures for each technique determine when each should be used.

Special attention was also given to arrangements for training, focusing on group size, scheduling, and other critical factors involved in the arrangements for training.

Site staff progress through several stages of training. Initially, even the best trained individuals implement in rather perfunctory ways. They may go through the motions of how the program is to be implemented making mistakes that indicate that they don't fully understand the ramifications of what they are doing. The second level of implementation is achieved after an individual has been with a program for a while and has seen the progress for a year or more. At this stage the individual develops an indepth understanding of what he/she is doing and why and is in a position to make decisions on the basis of that knowledge. The third stage allows for even more independence and expansion. Teachers at this stage feel free to add and subtract from their programs. They know the direction that they are going, and they know what it takes to get there. Teachers at this level have particularly creative ways of handling problems. They integrate information and process it to develop new solutions to problems. The final stage of training is one described by Gage in "The Scientific Basis of the Art of Teaching," (1978). At this stage, teachers can in essence go beyond the "program." They utilize the scientific base (tested techniques) and then go beyond the program and integrate a variety of different types of information.

Chapter 8

Formative Evaluation

On-going Monitoring

Introduction

In this chapter, the PLATO project from the University of Illinois and the Direct Instruction Model from the University of Oregon are again used as models. Both of these projects have developed systems for formative monitoring-procedures that allow the sponsor representatives (Site Manager, Project Manager, and Consultants) to monitor their sites closely while away from them.

Both systems monitor the programs to see that teaching is done each day. They include data collection that measures student progress and performance. Because they focus on the rate and performance of students, both projects are in positions to determine the effectiveness of their materials. They need not wait for annual evaluations. They have on-going data on their implementations.

The major difference between these models is that the University of Oregon instruction is conducted in small, homogeneous groups. The PLATO instruction is individual. Both monitoring systems, however, collect data on individual student performance. With the University of Oregon model, individual student data is used to determine appropriate placement. It is also possible to look at group data and determine if teachers are teaching effectively. In this way, managers can look for both group and individual patterns. When problems are with individual students, regrouping or criterion teaching is prescribed. When error patterns surface within groups, special attention is given first to the teachers and then to the materials.

PLATO instruction involves developing a catalogue of basic skills lessons for each site. Appropriate lessons are then assigned to each student. In the most recent innovation with the PLATO sites, a Computer Managed Instruction (CMI) system has been developed for reading, language, and arithmetic. Students take pretests. The number of items required to pass the tests is predetermined. As soon as a student fails a pretest, the Group Director assigns that unit to the student. The student must then complete a series of lessons within the unit. When the student completes the lessons, the posttest for the unit is assigned. More items appear on the posttest than on the pretest, so a higher criterion is established for mastery. The student must pass the posttest before progressing to the next unit.

The CMI system for reading, language, and arithmetic involves both a series of lessons, organized into units on PLATO and a series of practice materials that the students complete offline. The Group Director assigns both the online and offline materials and then monitors the students' progress on PLATO. Attention is given to students who have failed pretests, or who are in need of having a posttest assigned, or who may need additional offline work.

In this system, PLATO is used for pretesting, the presentation of lessons, and posttesting. Complete records of all tests and lessons completed are stored by PLATO so that the Site Managers or Group Director can examine a student's record at any time.

Criterion referenced tests are administered in each subject area every two weeks, making a six week complete testing cycle for the University of

Oregon Follow Through students. The students on PLATO can be monitored on a daily basis. It is possible at any time for the Group Director to determine precisely how much time each student has spent in a particular lesson or review the student's pretest or posttest.

PLATO Management

PLATO has a variety of record-keeping capabilities. Usage data are collected for each "group". A group may be defined as a site, or a specially designated subgroup within a site. The table that follows shows the date and the time on the system. These data are displayed in two columns. Time for students appears in one column, and time for instructors appears in the second column. Group Directors and Instructional Aides are aggregated in the Instructor column. The next column shows the number of sessions each day. The Signons columns show the number of times that students and instructors have signed on to the system on any one day. On 9/4 for Group Montana, there were 23 student signons, and 14 Instructor signons. This means that students signed on 23 times, and instructors signed on 14 times that day.

Thirteen hours and twenty two minutes were spent in topics. Topics are those specific "lessons" that the students used on that day. The number of topics used appears next, and finally the number of records changed. A record change might involve adding a student, deleting a student, adding additional lessons for a student, or deleting lessons.

By knowing the number of terminals installed in any site, it is then possible to calculate the percentage of the available PLATO time that was used by students and instructors. One would also be interested in comparing the amount of time in topics to the time on the system. It is also interesting to compare the amount of time that instructors have spent on the system in comparison to the amount of time that students have spent. It is anticipated that except when a great many changes are being made in the program on a site, student usage should far exceed instructor usage. It is also anticipated that there should be a fair number of records changed each day.

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Raw summary data for group "montana" for 9/80

Date   Time on system    Sessions     Signons     Time in   Topics   Records
        Stu     Instr    Stu  Instr   Stu  Instr  topics    used     changed

9/4     14:34   19:05     29    36     23   14     13:22      30       18
9/5     19:53   14:52     55    46     32   14     17:44      25       40
9/6     20:32   15:49     43    47     25   14     18:15      33       46
9/7     17:00   14:20     29    42     20   14     15:33      26        7

9/10    53:56   27:26     92    86     64   28     48:42      74       46
9/11    36:18   32:56     54   112     36   30     33:00      76       22
9/12    49:10   21:04    110    66     58   24     43:00      72       10
9/13    47:40   12:04     80    68     50   16     41:52      62       34
9/14    42:14   16:10    110    84     60   22     36:08     102       46

9/17    57:14   10:18    108    52     66   20     52:48      82       24
9/18    26:40    5:20    100    42     56   16     24:04      40       22
9/19     0:00    0:04      0     2      0    2      0:00       0        0
9/20    48:36   11:02     90    40     66   14     43:36      88       30
9/21    61:30   13:46    130    60     68   16     55:04      86       20

9/24    54:46   23:22    142    76     76   16     47:04      96       20
9/25    23:56   12:34     74    58     48   18     22:54      40       20
9/26    52:38   18:28    100    54     68   18     46:20      94        4
9/27    39:48   11:44    100    40     68   20     34:50      74       10
9/28   127:59   64:59    259   161    175   70    116:54     196       21

Press NEXT for next month, or BACK to rechoose month/year.
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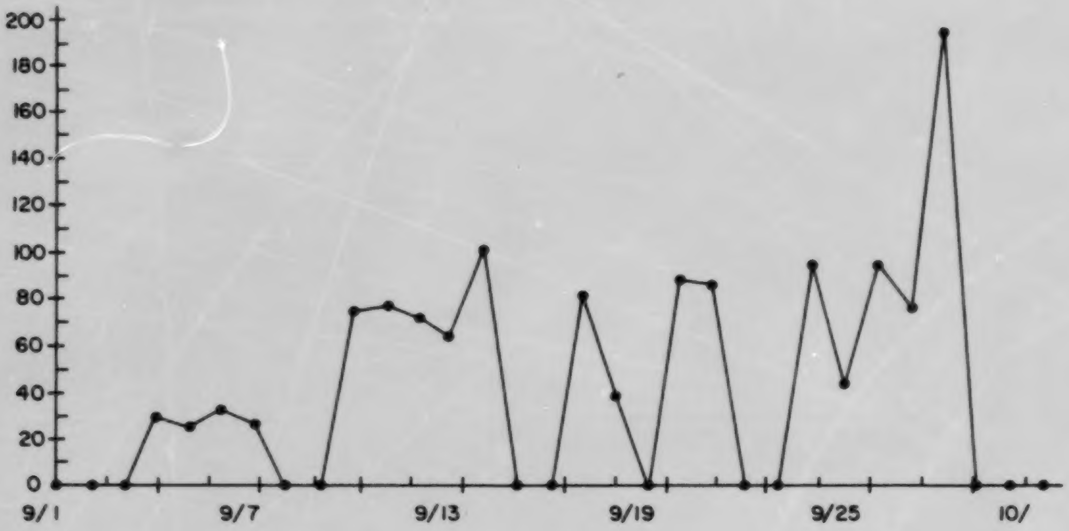
PLATO will also graph each of the columns of raw data. The graph that follows was produced from the raw data for the month of September, 1980. This is a graph of the number of topics used each day during September. The graph shows quite a fluctuation in the number of topics used from one day to another. One could speculate that either some topics are taking a greater length of time to complete, or that there is quite a variation in the amount of work that is actually being completed in topics from one day to the next. The number of student and instructor signons used each day is presented at the bottom of the graph.



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Student/instructor signons used:
Sep        16: 0/ 0  1: 0/ 0
 1: 0/ 0 17:66/20
 2: 0/ 0 18:56/16
 3: 0/ 0 19: 0/ 2
 4:23/14 20:66/14
 5:32/14 21:68/16
 6:25/14 22: 0/ 0
 7:20/14 23: 0/ 0
 8: 0/ 0 24:76/16
 9: 0/ 0 25:48/18
10:64/28 26:68/18
11:36/30 27:68/20
12:58/24 28:**/70
13:50/16 29: 0/ 0
14:60/22 30: 0/ 0
15: 0/ 0 Oct
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Similar graphs can be produced for each of the other columns of Group Summary Data.

Both the raw data summaries and the graphs are available to PLATO staff for any time period. They are updated daily, and they can be gathered for any period of time that is needed. The ability of PLATO to produce this "instantaneous" data collection for site management makes it an exceptionally efficient system. The tables and graphs can then be copied and printed out so that they can be retained.

Data Collection Within the CMI System

Additional data are available for those sites that use the CMI system. These data compliment the usage data. CMI is a management system. When an instructor uses CMI, PLATO administers tests, assigns lessons, and keeps track of the amount of time that the students are spending in each of the assigned topics. CMI relieves the instructor of the tedious daily responsibilities involved with an individualized program. The CMI system as implemented in the PLATO sites involves the management of the students' program, and it also involves Computer Assisted Instruction (CAI).

An implementation that involves CMI and CAI operates in the following way. A student begins an area of study such as reading, math, or language. The student takes a pretest and either passes or fails the test. The test is administered and scored on PLATO. If the student fails the pretest, he/she is then assigned lessons on PLATO. After completing the lessons, the student takes a posttest on those lessons. The posttest is administered and scored on PLATO. If the student passes the test, he/she then takes the pretest for the next unit. If the student fails the test, he/she is assigned additional work in the previous unit and takes the posttest again upon completion of the unit. The basic sequence is pretest - study - posttest until all of the units in the topic have been completed.

Each student in the CMI program has a Student Record. A sample student record appears below. This record indicates the group that the student is in, the total time that the student has spent on PLATO, the time that the student has spent in topics, the days on, the total number of sessions that the student has worked, the topics that have been assigned to the student, and specific information on each of the topics.

Records for student: samuel student

Group/Section: suzanna/z Record started: 02/05/80

This person has not signed on yet.

Total time on PLATO: 0:00 Different days on: 0

Time spent in topics: 0:00 Total sessions: 0

Topic Title	# of Sec	Parts Done/ Total Parts	Time in Topic	Last Score
Introduction to Using PLATO	0	0/1	0:00	---
CMI Reading	0	0/1	0:00	---
CMI Language	0	0/1	0:00	---
CMI Math	0	0/1	0:00	---

Each student has a Topic Index. This index lists the major areas that the student is assigned. It lists the major areas as topics. Specific lessons within each topic appear on an index after the student has selected the major area of study. A Topic Index appears below.

Samuel Student's Topic Index

Press the letter of your choice.

a Read or write notes
b Introduction to Using PLATO
c CMI Reading
d CMI Language
e CMI Math

If the student selects "a" he/she can write notes to his/her instructor. These notes typically relate to the assignments, or problems with a particular lesson. If "b" is selected, the student is given the lesson that introduces the student to PLATO. All students in CMI complete the Introduction to Using PLATO lesson.

If the student selects "e", and if this is the first session for the student in CMI math, the student will next see the display that appears below. There are six items for each pretest. These six items are selected from a large pool of items, so two students do not necessarily take the same pretest items. The items are categorized by difficulty level by the authors of the test, and instructions for the tests are set up so that PLATO selects easy, medium, and hard items for each student.

Topic: Math
Current Unit: #1, Addition I
Status: You may take the Unit #1 Pretest.
There are 6 items.

Press NEXT to take the test now
Press BACK to take the test later
Press DATA to see your progress

A sample pretest item follows. When the student selects an answer, the column under a, b, c, or d is then filled in on the item display page. The student moves on to the next item. All of the test items are multiple choice. The student's test score is displayed upon completion of the test.

1. a b c d
|| || || ||

$$\begin{array}{r} 33 \\ +\ 64 \\ \hline \end{array}$$

a) 97
b) 96
c) 31
d) None of the above

Upon completion of the pretest, the following display appears. The first display below is for a student who has passed the pretest for Unit 1. The second display shows the pretest information for a student who missed one of the test items. Note that the instructor must "judge" the student's test. The instructor will determine if the student's error was a careless one. The instructor will determine if the student passed or failed the pretest.

Topic: Math

Unit Tested: #1, Addition I

Score: 6 items correct out of 6 total item

Status: Congratulations! You have passed the Unit #1 Pretest.

You may take the Unit #2 Pretest, Addition II.

There are 6 items.

Topic: Math

Unit Tested: #2, Addition II

Score: 5 items correct out of 6 total items

Status: Your instructor will need to decide if you passed the Unit #2 Pretest.

The CMI Math Log that follows shows the student's log for the first two pretests. Note that the student's status is listed as "waiting judgment on Unit #2 Pretest". The student cannot progress in CMI Math until the instructor determines whether or not the student passed the pretest for Unit 2.

CMI Math Log for Student: samuel student/suzanna 2 tests
Current Status: Waiting for Judgment on Unit #2 Pretest

TEST HISTORY

Date	Time	Unit	Test Type	#Right/#Items	Judge	Crit.		Time in Test
						+	?	
02/05/80	11:54 am	2	Prestest	5/ 6	?	6	5	0:02:02
02/05/80	11:52 am	1	Prestest	6/ 6	+	6	5	0:01:09

The display that appears below is created when a student fails the Unit 3 pretest. Note that the student is to see the instructor and study Unit 3.

Topic: Math

Current Unit: #3, Subtraction I

Status: You need to study Unit #3

If you have completed all of the Unit #3
assignments, see your instructor.

After the student has completed all of the assignments for Unit 3, the instructions are for him/her to see the instructor. After the student completes all of the assignments for Unit 3, the instructor must assign a posttest for Unit 3.

The following display appears after the instructor has assigned the posttest for Unit 3. The pretest has 6 items, the posttest has 15 items.

Topic: Math
Current Unit: #3, Subtraction I
Status: You may take the Unit #3 Posttest.
There are 15 items.

The displays for the completion of the posttest are similar to those for the pretest. The test is scored by PLATO, and the student is informed that he/she passed or failed. If the student passed, instructions are given for taking the pretest for the next unit.

Topic: Math
Unit Tested: #3, Subtraction I
Score: 14 items correct out of 15 total items
Status: Congratulations! You have passed the Unit #3 Posttest.
You may take the Unit #4 Pretest, Subtraction II.
There are 6 items.

The log that follows shows an update of the student's record. All tests that have been taken are recorded, and the student's status is now specified as being ready for the pretest for Unit 4.

CMI Math Log for Student: samuel student/suzanna 4 tests

Current Status: Ready for Unit #4 Pretest

TEST HISTORY								
Date	Time	Unit	Test Type	#Right	Judge	Crit.		Time in
				#Items		+	?	Test
02/05/80	12:36 pm	3	Posttest	14/15	+	13	12	0:01:46
02/05/80	12:10 pm	3	Pretest	3/ 6	-	6	5	0:01:23
02/05/80	11:54 am	2	Pretest	5/ 6	+I	6	5	0:02:02
02/05/80	11:52 am	1	Pretest	6/ 6	+	6	5	0:01:09

And, thus, the sequence continues until the student has completed all of the assigned CMI topics.

The Instructor's Monitoring

The instructor can choose several options. It is possible to see a list of students needing attention. These will be students who need assignments. They have either failed a pretest, or they may need to have a pretest judged. They may also need to have a posttest assigned. Instructors look at these lists daily. A second option is for the instructor to see the student roster. A student's test history can be reviewed, or an instructor can look at a student's last test.

The following display shows a list of students needing attention.

```
Topic:  Math            Group:  suzanna
+------------------------------------------------------------+
|                 STUDENTS NEEDING ATTENTION                 |
+----+-------------------+-------+---------------------------+
| #  |       Name        | Unit  |       Action Needed       |
+----+-------------------+-------+---------------------------+
|    |                   |       |                           |
|  1 | alan anderson     |    7  |  Allow Posttest           |
|  2 | andre boyer       |   12  |  Allow Posttest           |
|  3 | anthony street    |   12  |  Allow Posttest           |
|  4 | columbus trottman |    7  |  Allow Posttest           |
|  5 | david perrin      |   14  |  Allow Posttest           |
|  6 | frank brazell     |    8  |  Allow Posttest           |
|  7 | frank smith       |    7  |  Allow Posttest           |
|  8 | gary davis        |    6  |  Allow Posttest           |
|  9 | george brown      |    9  |  Allow Posttest           |
| 10 | greg hanson       |    8  |  Allow Posttest           |
+----+-------------------+-------+---------------------------+
```

A sample student record appears below. It shows the group, time, days, and topics that the student has worked in. Note that the number of sessions, parts completed and total number of parts, and time in topics are displayed.

```
Records for student:  samuel student
------------------------------------------------------------------
Group/Section:  suzanna/z               Record started:  02/05/80
Last session ended on:     02/05/80 at 12:15 p.m., station 17-26

 Total time on PLATO:      0:35        Different days on:     1
Time spent in topics:      0:32           Total sessions:     5

+----------------------------------+-----+------+-----+--------+
|                                  |     |Parts |     |        |
|                                  |  #  |Done/ |Time |        |
|           Topic Title            |  of |Total |in   | Last   |
|                                  | Ses |Parts |Topic| Score  |
+----------------------------------+-----+------+-----+--------+
|CMI Reading                       |   0 |  0/1 | 0:00|  ---   |
|CMI Language                      |   0 |  0/1 | 0:00|  ---   |
|CMI Math                          |   4 |  0/1 | 0:15|   3    |
|Subtraction with Tanks            |   0 |  0/1 | 0:00|  ---   |
|Subtraction with Sticks           |   0 |  0/1 | 0:00|  ---   |
|Vertical Subtraction              |   0 |  0/1 | 0:00|  ---   |
|Subtraction Boxes                 |   0 |  0/1 | 0:00|  ---   |
|Subtraction Facts Drill           |   0 |  0/1 | 0:00|  ---   |
|Addition and Subtraction Speedway |   0 |  0/1 | 0:00|  ---   |
+----------------------------------+-----+------+-----+--------+
```

A student roster follows.

Topic: Math Group: suzanna

STUDENT ROSTER

* 1. alan anderson
* 2. allon cann
3. andre boyer
4. anthony street
5. cedric youth
* 6. columbus trottman
* 7. david perrin
* 8. frank brazell
* 9. frank smith
* 10. gary davis
* 11. george brown
* 12. greg hanson
13. hank barnes
* 14. hector swell
* 15. herbert hoover
* 16. james taylor
* 17. james jones
* 18. jerry lewis
* 19. john jennings
* 20. kenneth allen
21. leonard walker
* 22. mark mayor
* 23. marlon diggs
* 24. melvin howard
* 25. michael moore
* 26. michael brown
* 27. morris under
28. richard baccus
* 29. ricky tauey
* 30. robert moore
* 31. robert new
* 32. ronald brown

The displays available to the instructor are also available to the site manager. Therefore, the site manager is able to monitor the progress of each student, or a group of students through the CMI system. The site manager can look at specific items that the students have missed on pretests or posttests, and also note whether or not students are receiving help from their instructors for the assignments and topics. The records are updated immediately, so the site manager can review them as frequently as he/she chooses and note problems with test items or assignments.

The CMI system is a powerful tool for monitoring implementation. The constantly updated records allow for immediate monitoring and feedback to students and staff. It allows the site manager to know precisely what is going on on site without the need for daily monitoring of the actual PLATO classroom.

The PLATO monitoring system will now be contrasted with the system developed by the University of Oregon Direct Instruction Follow Through Model. These two types of monitoring systems are very similar in many respects. They represent two complete systems for monitoring site implementation.

The Direct Instruction Management System

All of the sites sponsored by the University of Oregon use Distar materials for the base of their curriculum. There are three levels each of reading, language, and arithmetic. Traditionally, students complete a level (or perhaps more) of these programs in each of the three subject areas within a school year. The students in each classroom are grouped into three or more homogeneous groups for instruction in each of the three core areas. The groups begin at different points in most of the programs. The entry lessons are determined by Placement Tests. The Placement Tests are part of the programs.

Just as the groups usually start at different points, they also progress at different rates. The higher performing groups in each classroom often complete as many as 60 more lessons per year than the lowest performing groups in the same classrooms. This spread between the groups results from the difference in entry points and a series of skipping procedures that allow groups to skip lessons if they are mastering the material that they are being taught. There are Mastery Tests built into most of the programs. All of the groups take these tests, and groups are skipped on the basis of their performance on the tests.

In addition to the Mastery Tests, a carefully designed series of Criterion Referenced Tests have also been developed for each of the nine programs. These tests are administered in each subject area every six weeks. Therefore, the groups are tested in one of the subject areas every two weeks. These tests are administered and scored by paraprofessional aides who have been trained in the administration of the tests. Most of the tests are administered individually, and the test items are very similar to items that have been presented in the lessons. Items are designed with a predetermined criterion for passing or failing. Each test is designed with several different kinds of items that represent the skills in that lesson range. Therefore, an aggregate percentage of items passed is determined for each student.

A similar aggregation of scores is completed for each test item. In this way, the percentage of students who passed each item is calculated. The Project Manager, Director, Principal, Supervisor, and others review these data. Quick glances can show if individual students are having trouble within the group. Similar observations allow for quick detection of problems with a particular test item.

A group summary form follows. Note the following information. First the subject area and level are identified. This summary form is for Reading II-this is the second level of the three-level reading series. The test is section II. Each of the tests is divided into sections. The section to be administered is determined by the students' lesson. These students were on Lesson 30 in Reading II when they were tested. The group is also indicated. These scores are for Group I, the highest performing group. The teacher's name and the testing date complete the identification information at the top of the form.

The students are listed by name and numbered. The numbering system simply allows those looking at the test results to determine the size of the group. This test section had six items. A score is computed for each of the items. Then the percent passed on those items is calculated horizontally for the individual students. A similar percentage is

E-B Continuous Tests for DISTAR

GROUP SUMMARY FORM

Circle one:
Reading I, II, FC
Arithmetic I, II
Language I, II

Test Section II
Lesson Number 3C
Group I
Teacher Mitchell
Date 10/6/80

Names	Items										Percent Passed
	1	2	3	4	5	6	7	8	9	10	
1. Lena Espinoza	1/7+	+	+	70/1	+	+					100%
2. Chelsea Gutierrez	+	+	+	50/1	+	+					100%
3. Kris Hoogerhuis	+	+	2/8+	98/2	+	+					100%
4. Diego Rains	+	+	2/8+	60/0	+	+					100%
5. Kenneth Scott	1/7+	+	3/8+	114/3	+	+					100%
6. Maria Herrera	1/7+	1/6+	+	78/0	+	+					100%
7. Carlos Martin Lopez	1/7+	+	2/8+	69/0	+	+					100%
8. Christian Pettine	+	1/6+	2/8+	97/1	+	+					100%
9.											
10.											
Percent Passed	100	100	100		100	100					

FRACTIONS TO PERCENTS FOR PERCENT PASSED

	Items Passed									
	1	2	3	4	5	6	7	8	9	10
1	100									
2	50	100								
3	33	67	100							
4	25	50	75	100						
5	28	40	60	80	100					
6	17	33	50	67	83	100				
7	14	29	43	57	72	85	100			
8	12	25	37	50	62	75	87	100		
9	11	22	33	44	55	67	78	89	100	
10	10	20	30	40	50	60	70	80	90	100

calculated vertically for each test item. This is a high-performing group in a high-performing site. Though in a few items such as item one for the first student and item three for the third student a student actually missed one or more parts of the item, the total item is scored as a pass. All items are scored as 100% passed, and all students are scored as 100% passed. The chart at the bottom of the chart allows the tester to calculate and record the percentages quickly.

During each testing round similar summary forms are completed for each group in each classroom. In order to determine the specific items that students miss, the actual student form is usually given to the teacher. By reviewing the items that the students missed, the teacher can then begin remediation procedures.

Duplicate copies of these forms are sent to the University of Oregon for the Coordinator, and they are also mailed to the Project Manager. The University of Oregon staff is diffused across the country, and the mailing time required between the time the tests are administered and scored, and the time that the tests are received in Oregon and by the Manager is frequently a week or more. An efficient Supervisor and Director will begin the remediation procedures as soon as the tests are scored. The time required for the receipt of the tests does put the University at a slight disadvantage, and the Managers are also forced to deal with data that are a bit old before they are even seen. Therefore, the sites that take fullest advantage of this testing system are those that have strong on site leadership that deal with the results as soon as they are available.

A second type of data are collected approximately every two weeks in each of the sites. The chart that follows is a copy of the Lesson Progress

Report Form. This form identifies the site, the date, and the school day. The school day is particularly important. This number is the actual number of school days that have passed in this school year. Each of the Distar programs is a series of numbered lessons. Each program is composed of approximately 160 or more lessons. Therefore, one can compare the lesson number that a group is on to the number of the school day. In this way it is easy to calculate how many lessons per day the groups are completing.

This particular form provides lesson day progress data for first grade classes. All of these students are in either the second level reading program, or they are at completion in an accelerated version (70 lessons long) of the first level program. The groups are numbered, and the level is recorded for all three subject areas, reading, language, and arithmetic. The "day" that follows is actually the lesson number of the program that the children are on when the data are collected. The third column for each subject area records the gain that the students have made since the data were last recorded.

A quick glance at this summary form shows that in reading and arithmetic these groups are making excellent progress. They are generally well beyond 120 lessons (the number of days they have been in school), and they are progressing well in terms of the number of lessons that they are being taught each week. The language data require slightly more interpretation. In this site, the first grade students all begin in the level II program. Unlike reading where they progress quickly through an accelerated version of the first level program, and then move into the second level program, these students do not go into the first level language program at all. Instead, they begin immediately in the second level language program. Therefore, they must move more slowly in this program than they would if they were to have started in the first level program. This information is important before one judges the overall progress of these groups in language.

Similar Lesson Progress Report Forms are completed for the other classes. These data are also forwarded to the University of Oregon and to the Project Manager. As with the continuous test information, the data are recorded and computed by the paraprofessional testers.

These two very different types of data collection, the Group Summary Form for the Continuous Test data, and the Lesson Progress Report Form allow a check and balance system on group performance. They measure the quantity and quality of lessons. The sponsor is not interested exculsively in either absolute mastery of each of the skills presented, nor fast movement through the programs. The sponsor's primary expectation is that good progress be made through the programs with a very high level of mastery. These two types of data collection allow careful monitoring for each of these goals.

There are tremendous advantages to this type of data collection. Attention can be given quickly to groups or individual students who are having trouble. Teachers who have consistent, or even spotty problems within a subject area, or with a particular skill can be attended to as well. The sponsor and the sponsor's representatives for the site have objective sources of information on how the site is performing.

One of the greatest impediments to implementation is the lack of ongoing data collection that prevents monitoring a site from long distance. This kind of data collection and analysis are critical to measuring

SITE: Chicago DATE: 2/29/81 SCHOOL DAY: 120

TEACHER	Group	**READING**			**ARITHMETIC**			**LANGUAGE**		
		Level	Day	Gain	Level	Day	Gain	Level	Day	Gain
Campbell	1	II	42	8	I	160	6	II	88	9
	2	II	41	8	I	160	7	II	88	9
	3	II	23	8	I	155	8	II	87	9
	4									
Gilpin	1	II	27	8	I	154	5	II	55	15
	2	II	14	6	I	154	5	II	55	15
	3	II	9	5	I	124	3			
	4									
Silver	1	II	29	6	I	156	8	II	73	8
	2	II	24	8	I	156	8	II	72	7
	3	7C	70	7	I	156	8	II	64	4
	4									
Stevens	1	II	54	8	I	160	6	II	60	6
	2	II	45	8	I	158	8	II	60	6
	3	Finished 7C (Reviewing)		0	I	150	8			
	4									

implementation. It would not be possible to have data of this type from a site of many classrooms even if sponsor representatives were onsite full time if it were not for this testing structure. Therefore, this complex system works to the advantage of both the sponsor and the site. It is particularly helpful when looking at individual teachers or students. Special attention can be paid to teachers or students who need help, and it is possible to determine how the overall implementation is progressing with these ongoing data. Program revisions can be made, and it is possible to spot problem areas in student achievement that can be corrected before the annual summative evaluation is done.

These data can also be used to formulate objective opinions about the performance of particular staff members. In one site, the scores for all teachers are distributed by the principals to all teachers on each grade level at the end of each testing round. While the teachers are not identified by name on these forms except to the principals, the supervisor, and the university staff, the teachers have an opportunity to compare their groups' performance (each teacher's name does appear on the copy of the summary that he/she receives) with the performance of the other groups on the same grade level.

This summary procedure serves to create a bit of competition among the teachers. They strive to match their groups' performance to that of the other groups.

Summary and Suggestions

The PLATO project at the University of Illinois and the University of Oregon Direct Instruction Follow Through Model have sophisticated systems for monitoring the implementation of their models. This monitoring allows the sponsors to know what is happening on their sites when sponsor representatives are not physically present. Both are highly successful models. It seems that this type of specific monitoring that allows the managers to know what the teachers are doing, and how the students are performing is a critical element in site implementation. It is unreasonable to expect to implement change in an educational setting without provisions for frequently being able to collect data on the principal characters (the teachers and students) in that implementation. Only with a carefully developed monitoring system can the sponsors know what is going on in their sites with their materials and act quickly to make changes that will improve their programs.

Implicit in the development of their monitoring systems was the use of specific curriculum materials. In addition to the materials, both sponsors utilize predetermined expectations for student performance. They do not rely upon "self-report" for monitoring their sites. They have developed objective measures that allow them to determine the progress that the teachers and students are making.

For a new implementation, it is essential that monitoring provisions be included in the development of a model. Curriculum materials and teaching techniques for the delivery of these materials need to be defined specifically so that objective measures can be developed for monitoring. In addition, criterion referenced testing and monitoring of that testing is essential for determining whether or not the program is being implemented.

The next logical step in the monitoring process is the utilization of standardized measures for determining the progress of students. For, as ideal as an implementation may seem, the ultimate test is the achievement gains made by the students. All other things being equal, the success of a project will be judged by the gains that the students make. The next chapter will deal with the summative evaluation procedures developed by these same two models. Again, there are similar patterns in their approaches to evaluation.

Chapter 9

Summative Evaluation

The Case for Testing

Few sponsors include norm-referenced evaluations of their overall program implementations. Even fewer sponsors collect student achievement data on any regular basis. So, most sponsors are not in positions to compare their students' results with comparable groups in systematic, quantitative ways. Federal and state funding agencies often require norm-referenced data but these evaluations are often cursory, and seldom used as a measure of the program's success or failure. Ideologically, many groups oppose standardized testing and favor qualitative evaluations, or no evaluations at all. The points that follow support testing and quantitative evaluation in general, as implementation actually becomes evaluation.

Some sponsors claim that "their results cannot be measured on standardized tests," or that the results of their programs, "will show up only many years later," after the intervention. Often, these same sponsors have shied away from all kinds of evaluation and have a storehouse of impressionistic information on how their programs should be. Frequently, these same sponsors have avoided looking at standardized tests, assuming that all tests will yield faulty or minimal information. The claim that their results are, "untestable" is perhaps cause for alarm, for if the results cannot be measured, what have they learned from the treatment? What general statements can be made about their subjects? How do their students compare to students who have not had a special treatment?

It is important to compare students in special programs to comparable students outside of these programs to measure some of the effects and treatment. Regardless of the narrow view that numbers give, most people understand them and can relate to them. In fact, parents are increasingly interested in how their children stand in comparison to other children at their grade level. There is increased public concern about student achievement. Newspaper and magazine articles, television shows, and books for parents emphasize that students, generally, in the United States are not achieving as well as students did a decade ago. Larger numbers of entering college students are assigned to remedial classes in reading and mathematics, while articles appear often on the GED-or other "make up" attempts for students who have left school before completing high school degrees. What does any of this have to do with standardized testing?

The schools of the 1960's veered away from measures of standardized performance. The IQ controversy developed and received a great deal of attention. As scores declined, instead of developing serious studies to investigate the reasons behind the declining scores, educators told the public to dismiss the scores. They advocated concentrating on areas that they claimed were "untestable." The decline in scores continued.

There should be greater emphasis on standardized test performance. Not that the tests are without problems-there are many problems inherent in standardized testing. But there is a need to return to measuring student achievement, and measuring it in such a way that the performance of students in a project can be compared to large samples of other students.

Even more recently, concern has grown regarding the use of grade equivalent scores. Support is growing for using Normal Curve Equivalents

(NCE's), standard scores, or raw scores. Grade equivalents allow for loose interpretation. Scores that more accurately describe the performance of students are gaining attention and seem to be the way to go.

Why Should a Sponsor Test?

There are several reasons that a sponsor should develop and implement a testing schedule as part of their program. Few districts or institutions test all grade levels regularly. Frequently, testing is done in second or third grade, and then again at fifth grade and perhaps once more before students finish the upper elementary grades. Even if a fairly consistent testing cycle is adopted, entire test batteries are seldom administered. Reading is almost always tested in the lower grades. The math battery is frequently added for the upper grades.

Decreases in school budgets have often brought decreases in testing. Many school districts now test every two years, or they test irregularly. If testing is not done every year, it is difficult to measure the gains of a special program. So, it will often fall to the sponsor to develop and implement the testing program for all students in the program.

The Selection of Tests

Once the decision is made to test, the next step is to determine which tests to use. These decisions may be more clear cut for the lower grades than for older students. Particularly if your program involves disadvantaged or other students who are performing below grade level, it is difficult to select tests that measure the skills that the students are learning. It is equally difficult to select tests for very young students. If you teach reading to kindergarten students, for example, the ideal test will require the students to read.

An obvious, yet often neglected consideration is the actual content of the test. One view is that one should never "teach to the test" or select a measure that closely approximates the curriculum that the program presents. A more realistic position is that you must select a test with items close to what you have taught in order to evaluate your program. Therefore, a good process is to review a variety of tests for a particular grade level. Determine if the content of the tests is generally what your program teaches, and then select the test that most accurately represents what you have taught. Review the norming information, and reliability and choose the "best" test for you. By making your selection in this way, you will choose a measure that provides national norms on the skills that you have taught.

Three additional considerations regarding tests are which level to use, the selection of tests for adults, and when to test. A common practice is to assign a test from a lower grade to older students, a second grade test to third graders, for example, if students score below grade level. The Primary II level of the Metropolitan Achievement Test might be administered to third graders. The rationale for doing this is that the Primary II is the "easier" test and therefore, students can do better on it than on the "harder" level, the Elementary. Several problems arise with this practice.

First, the Primary II test is easier, but the skills that it tests are below the common performance expectations for third grade students. The items do not represent the curriculum that the students have been taught. In fact, in this particular case, the test is composed of single words in isolation and a few short passages with comprehension questions.

Second, because the test is normed for second grade students, the "ceiling effect" requires third grade students to make very few mistakes if they are to score anywhere near grade level. In fact, the students will have to get about 95 per cent of the items correct on the Paragraph Meaning subtest in order to score at grade level if they are tested in the seventh month of third grade. This is a serious consideration. Whenever the testing situation is such that the population tested does not represent the population on which the test was normed, similar levels of performance are required. Lower-performing students have a better chance of scoring on grade level on a test that is normed for their grade level, even though this means that they are administered a technically more "difficult" test.

The second consideration arises when selecting a test for older students and adults who are being taught basic skills. One test that is used fairly often is the Test of Adult Basic Education (TABE). The TABE is designed to be used with adults in basic education classes. Norms were developed from those on young children with additional testing on adults. There are approximately a dozen additional tests designed for this population. Controversy continues in the field regarding the issue of "out of level" testing. These arguments are particularly appropriate for older students. In light of better guidelines for appropriate uses of "out of level testing," one is advised to use tests normed for juvenile and adult populations instead of adapting instruments that were normed for younger students.

Third, it is important to administer tests within two weeks (either way) of their norming dates. The chart below shows the publishers' norming data for the most frequently used tests for elementary school children.

	MAT (77)		CTBS (73)		CAT (77)		SRA (78)		SAT (73)	
	LEVEL	NORM DATE	LEVEL	NORM DATE	LEVEL	NORM DATE	LEVEL	NORM DATE	LEVEL	NORM DATE
PRE K	PREPRIMER	*	A	*	10	*	*		SESAT 1	*
POST K	PRIMER	mid-April	B	mid-April	11	May	*		SESAT 2	mid-May
POST 1st	PRIMARY 1	mid-April	C	mid-April	12	May	B	mid-April-early May	1	mid-May
POST 2nd	PRIMARY 2	mid-April	1 (Form S)	mid-April	13	May	C	mid-April-early May	2	mid-May
POST 3rd	ELEMENTARY	mid-April	1 (Form S)	mid-April	14	May	D	mid-April-early May	3	mid-May

Testing within these times will guarantee that the scoring of the tests will accurately reflect the test's norms. Serious deviation from this schedule will create problems for interpreting the scores.

Many large studies have included several tests. The national evaluation of the Follow Through program included the Metropolitan Achievement Test, the Ravens Matricies, and the Coopersmith Measure of Self-Esteem. These measures together provided information on basic and cognitive skills, self-esteem, and "locus of control"-how much responsibility students took for their own success and failure.

The Follow Through evaluation utilized a variety of measures because the Federal government and sponsors were interested in how well the students performed on basic and cognitive skills as well as what the students thought about themselves. Several sponsors claimed that their programs would increase students' self-esteem. They believed that by building self-esteem the students would do better in school. Other sponsors were more interested in how the students perceived the control that they had over their environment. Still other sponsors were primarily interested in how their students would perform on basic and cognitive skills. Thus, this combined battery measured a variety of different things.

Selecting What to Test

The selection of the test goes hand in hand with decisions about your particular areas of interest. If yours is a self-esteem program, then those measures are the only ones that you will be interested in testing. If yours is a basic skills curriculum, there are many more tests to choose from. The primary limitations in this case will be to finding a battery that represents your curriculum. The tests differ much more than most people realize. A comprehensive analysis of 5 achievement batteries is being completed by Gersten and Zoreff (1980). In their review, they have determined that there are several critical differences in these tests. Their analysis demonstrates that it pays to look the tests over carefully.

The Direct Instruction Model from the University of Oregon chose the Wide Range Achievement Test (WRAT) as one of the tests that they would use to measure decoding. While they have frequently been criticized for using this test, they have several reasons for including the WRAT as one of the instruments in their battery. The Direct Instruction Model teaches reading in kindergarten in at least half of their sites. The WRAT requires students to read orally. It is normed for kindergarten students as well as students through grade twelve. The oral reading required in the test is very similar to the oral reading that the students do in their instructional lessons-there are regular and irregular words, and the words are in lists.

Testing administration is stopped on the WRAT as soon as students have misidentified ten consecutive words. Therefore, the students are not subjected to lengthy test sessions. This too is similar to instruction in the Direct Instruction Model. Students are not corrected during testing, but the sessions are short and minimally frustrating.

These comments are offered to demonstrate why the Oregon model chose the WRAT. The test is limited in many ways. Because the test measures decoding only, the scores are "inflated" when compared to scores that the same students will receive on a more complex battery such as the Metropolitan Achievement Test (MAT), the Stanford Achievement Test, (SAT), or the Comprehensive Test of Basic Skills (CTBS). Because of these differences, the Direct Instruction Model uses the MAT, as well. The WRAT is the decoding test and the MAT is the reading comprehension measure. Thus, the WRAT and the MAT together provide a balanced testing battery for students kindergarten through third grade in the Direct Instruction Model. Similar considerations should guide the selection of tests for other models.

When to Test

There are two popular testing schedules for long-term studies, the beginning and the end. The second most popular testing schedule is the beginning and end of each school year.

Obviously, different testing schedules lend themselves to different data analyses. Whichever scheme is used, students need to be tested before the treatment begins. If pretest data are not collected, it will be impossible to measure student gains. It is possible that the sponsor will need to take responsibility for testing and scoring in order to test all students before treatment begins, and again at the end of their treatment. Whichever test is used, it should be administered within two weeks of the official norming date. These dates are often rather casually included in the introductory information on the test. One must find the dates and then develop a testing schedule that fits the norming dates.

Longitudinal Follow Up?

Early childhood programs are often criticized or ignored for potentially producing short term gains that do not hold up for several years of schooling. This issue was raised with the Follow Through evaluation. The question arose first because several of the Follow Through sponsors claimed that their approaches would show "later effects"-that while they would not produce immediate achievement gains, over time their students would excel.

The Direct Instruction Model completed one longitudinal study before the Abt Report was released. This study followed former Follow Through students to sixth grade and tested them again. The results generally demonstrated that the Direct Instruction graduates continued to outperform comparable students in their districts, though their "leads" in some cases had diminished (Gersten, 1981).

It was difficult to find the students who had been out of Follow Through for three years. The follow up study was completed with students from sites that could locate their students. It would have been less difficult to complete this study (and the number of students included would have been larger) if the decision to test after sixth grade had been made when the students were still in the Follow Through program. The records could have been organized and planned to follow the students every year.

If yours will be a long study, and even if you anticipate that you might be interested in following students for a number of years, plan accordingly from the beginning of the study. It is much easier to modify your plans and test fewer students later than it is to launch an after-the-fact compaign for tracking students down.

Model Site Data Presentation

The following is a model presentation of summative data for one of the Direct Instruction Follow Through sites. This site was the highest performing big city site in the National Evaluation of Follow Through (Abt, 1977). This particular analysis was prepared as a proposal to the Joint Dissemination and Review Panel (JDRP). The proposal was approved February 13, 1981.

The proposal format was specified by the JDRP. The Director of the site, the sponsor Research Coordinator, and the Project Manager worked together to prepare the proposal. Acceptance of the proposal by the JDRP gave the site entrance into the National Diffusion Network (NDN).

This proposal appears as an example of the kind of report that is possible if a sponsor has collected data on a large number of students for a long period of time. Similar reports might be wanted for funding agencies, or publication.

New York City
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November 12, 1980

Mrs. Rosemary Wilson, Director
Follow Through Program
United States Office of Education
7th Street & D Street, ROB #3 - Room 3633
Washington, D. C. 20202

Re: JDRP Submission
P.S. 137 Brooklyn
Direct Instruction Follow
Through Model

Dear Mrs. Wilson:

The Follow Through Project in Public School 137 Brooklyn, District 23, New York City, implementing a Direct Instruction Model, has completed the revision of the analysis of their pupil achievemnt data and prepared evidence to be submitted for national validation.

For your approval, attached are the fifteen copies of the submission for the Joint Dissemination Review Panel.

All practices incorporated in this document demonstrate qualities of social fairness and have been examined for possible harm to users. No harmful practices exist. The project is non-discriminatory with regard to sex, race, religion and occupation.

Your cooperation in approving and processing this submission is appreciated.

Sincerely,

Marjorie McAllister

MARJORIE McALLISTER
Supervisor
Follow Through Program
Early Childhood Education Unit

NMcA:rm
Attached/

APPROVED:

Hortense P. Jones

HORTENSE P. JONES,
Director

cc: Charlotte Frank
Rose Koury
Alan Wills
Virginia Benders
Nellie Duncan
Linda Meyer
Douglas Carnine
Russell Gersten
Hattie Hunt

PROGRAM AREA: Early Childhood Education

I. INTERVENTION TITLE, LOCATION: Public School 137 Follow Through Project, Brooklyn, New York: A Direct Instruction Model

II. DEVELOPED BY: Public School 137 Follow Through Project staff and the staff of the Direct Instruction Follow Through Model, University of Oregon

III. SOURCE AND LEVEL OF FUNDING: Economic Opportunity Act of 1964, as amended by PL95-568, and ESEA Title I - Total cost $225,000.

IV. YEARS OF INTERVENTION DEVELOPMENT: 1968-1980. Data are presented for 1968-1980.

V. BRIEF DESCRIPTION OF INTERVENTION:

The intervention is the Direct Instruction Follow through model as implemented at P.S. 137. The instructional program has four major components: 1) classroom organization, 2) the Distar curriculum, 3) teaching techniques and 4) procedures for monitoring student progress and staff training. Supplementary comprehensive medical and social services are also provided.

The major goal of the project is to give economically disadvantaged children sufficient basic skills in the areas of reading, writing, arithmetic and language to compete with their more advantaged peers for higher education and vocational opportunities available in this city. The academic focuses include both essential skills in decoding and arithmetic computation, and higher order skills such as math problem solving, reading comprehension and basic logical analysis.

A. MAJOR COMPONENTS OF THE INTERVENTION:

(1) The Classroom Organization. Follow Through has classrooms staffed by one teacher and a paraprofessional aide for kindergarten through third grade. The class is divided into groups for instruction in the basic subjects of reading, language and arithmetic. There are usually three groups in a classroom; group size ranges from five to twelve students. Teachers and aides provide instruction simultaneously to two groups while the third group engages in independent study. Each child spends from one and a half to two hours a day engaged in small group instruction in the basic subjects and another half hour doing related independent activities. In P.S. 137, the balance of the day is spent in handwriting, spelling, and other school subjects, such as: science, social studies and health education.

(2) The Curriculum. Central to the P.S. 137 Follow Through Program is the classroom curriculum. The core of the curriculum is the Distar Instructional System, which is designed for small group instruction. Each of the Distar programs provides for sequenced,

programmed instruction on three levels. On each level there are lesson plans in which the instructional objectives for each day are specified in the form of tasks. There are student materials as well: readers, workbooks, and "take-home" sheets - all of which are coordinated with the teacher presentation materials. The instructional program is initiated in the extended day kindergarten classes. As each group of children completes a level, subsequent levels are introduced, regardless of grade.

Reading. The first level program focuses on the teaching of phonetic decoding skills and literal comprehension skills. The second and third levels include the teaching of more complex decoding skills, more advanced comprehension skills and practice exercises which increase reading fluency and accuracy. Distar reading is supplemented in P.S. 137 in grades one, two and three by the use of a linguistic reading series with written comprehension questions prepared by the trainer and sponsor staff. A supplementary basal reading series, adapted for use with Direct Instruction teaching techniques by P.S. 137 staff, is also used in grades two and three. A complete transition to school-selected curriculum materials is made in grade three, as the Distar materials are completed.

Language. The major goals of language instruction are to provide children with (1) skills to describe actions, events and objects accurately and precisely, (2) the basis for understanding language usage, and (3) opportunities for vocabulary and concept development. In the first two levels of the program, the focus is on the teaching of objects, object classes, object properties and the use of relational terms. More advanced lessons teach basic logical operations and such language concepts as definitions, deductions, synonyms, opposites and questioning strategies. The third level program teaches basic writing skills and additional logical processes, and introduces basic grammatical sentence analysis.

Arithmetic. In the first level, the students are taught basic addition and subtraction operations by a problem-solving approach; then number facts are memorized. In the second level program, multiplication and division operations are introduced, and addition and subtraction operations are expanded to include regrouping. Basic measurement concepts are presented, including time, money, length and weight. The students work many story problems in which they apply the skills they learn. In the third level program, the students are taught regrouping, long division and column addition. They work a large variety and number of story problems.

(3) The Teaching Strategies. The teachers and aides present lessons to each group in reading, language and arithmetic; the lessons take about 35-40 minutes for each subject. During the lessons the students respond orally to the teacher's questions, read aloud, and do exercises in workbooks. The teaching strategies that are used in these lessons include:

Positive reinforcement: to strengthen desired behavior, facilitate learning, and develop a positive attitude towards instruction and learning.

Group responses: to provide the maximum amount of practice for each child in each task and to keep all of the children engaged in learning activities.

Signals: to cue children when to respond and to eliminate the possibility of one child continually answering for the group.

Individual turns: to permit the teacher to check out the responses of individual children and to ask questions for which there are many correct answers.

Teaching to mastery: to enable the teacher to proceed in the program knowing that each child has mastered each step of every lesson.

Correction procedures: to enable the teacher to correct all errors effectively and efficiently.

(4) Staff Development and the Monitoring of Student Progress. Throughout the year instructional staff receive inservice training in curriculum and teaching strategies by a trainer. This is augmented by classroom observations and demonstration lessons. Following the classroom observations, teachers are given feedback on their successful teaching behaviors and recommendations for improvement.

To monitor student progress, individually administered criterion referenced tests are given periodically in each of the three subject areas. The test data are used in conjunction with classroom observations as a basis for regrouping students and planning the content of inservice training.

B. THE CONTEXT OF THE INTERVENTION AND CHARACTERISTICS OF THE STUDENT POPULATION:

The intended beneficiaries of this program are the children and parents of the P.S. 137 Follow Through project. P.S. 137 is an ESEA Title I eligible school located in the Ocean Hill-Brownsville section of Brooklyn, in District 23. An examination of the demographic factors which characterize the neighborhoods constituting this area unveils a picture of an environment plagued by ecological and financial depression. Factors such as low annual income, high unemployment, excessive reliance upon welfare, inadequate educational background, substandard housing, insufficient living space, extreme racial isolation and a high dropout rate all contribute to the decaying conditions which characterize the entire Ocean Hill-Brownsville District 23 area and its residents. According to the United States Census Report of 1970, 23,456 or 73.31% of the adults living in Ocean Hill-Brownsville sixteen years of age or older had less than eight years of schooling, and a high percentage of children attending schools in the district come from houses classified as substandard.

As reported by the New York City testing program, District 23 has traditionally been the lowest achieving of the 32 districts in New York City in reading. Ninety-nine point nine percent of its students come from a minority background, and all of the schools in the district are designated ESEA Title I. All of the children in the P.S. 137 Follow Through project are eligible for free lunch. Mobility for the district is estimated by the District Office at about 40% annually (New York Times, 2/4/80, p.B1).

C. INTENDED USERS AND BENEFICIARIES

The intended beneficiaries of this program are children similar to those in P.S. 137, i.e. low income, inner-city minority children with a high potential for future educational problems.

D. COSTS FOR ADOPTION AND MAINTENANCE OF THE INTERVENTION

The cost of $560 per child is based on 240 children in eight early childhood classrooms. A paraprofessional aide for arithmetic instruction assists the classroom teacher who is responsible for all instructional areas, with special emphasis on reading instruction. One out-of-classroom paraprofessional position is provided to collect pupil data. A part-time trainer has the responsibility for staff development. Provision is made for preservice and inservice training of staff and parents, including on-site sponsor consultant training (one week per month). Textbooks, instructional materials and monitoring forms are provided. Requisite health, nutritional, social services and parent involvement activities are included in the "Other" category.

Figure 1: SOURCE AND LEVEL OF FUNDING OF INTERVENTION

	Installation (Initial Costs)	Subsequent Years (Recurring Costs)
Instructional Personnel (Classroom aides, parent stipends)	$330	$330
Staff Training (Program and sponsor consultant services, inservice training)	66	66
Special Facilities	None	None
Equipment	None	None
Consumables (Instructional materials, textbooks, monitoring forms)	60	45
Other (Supportive services)	104	104
Total	$560	545

EVIDENCE OF EFFECTIVENESS

A. INTERPRETABILITY OF MEASURES

The tests used to measure achievement were as follows: (a) The Metropolitan Achievement Test (MAT), (b) The Stanford Achievement Test (SAT), (c) The California Achievement Test (CAT), and (d) The Comprehensive Test of Basic Skills (CTBS). Information supporting the reliability and validity of these tests, all of which have a proven record in educational evaluation, is contained in Buros (1978). The reliabilities of the tests are satisfactory (Buros, 1978). The MAT, SAT, CAT, and CTBS are all widely used, highly regarded achievement tests. Their objectives seem to reasonably match those of this project.

B. CREDIBILITY OF EVIDENCE

Evidence of impact comes from four sources: (a) the New York City Central Follow Through Evaluation (Cohorts VII, VIII and IX), (b) New York City Public School Testing Program for Grades 2 and 3 in 1979 and 1980, (c) Abt Associates, (d) the sponsor (University of Oregon). Data for cohorts VII, VIII and IX on the Stanford Achievement Test and SESAT were collected by the P.S. 137 staff under the training and supervision of the New York City Central Follow Through staff. Local data for cohorts VIII and IX on the California Achievement Test for both P.S. 137 and the local comparison school, were collected by District 23 staff as part of the New York City Testing Program. The Abt data were collected by Stanford Research Institute and analyzed by Abt Associates. Both agencies carried out these evaluation activities independent of personnel in the local school district and the sponsor staff. The sponsor data for cohorts I through VI were collected by local personnel under the direction of University of Oregon staff and were analyzed by the University of Oregon.

C. CLAIMS OF EFFECTIVENESS

(including Evidence of Impact, Statistical Significance of the Findings, and Evidence that the Effects are Educationally Meaningful)

Claim #1

Children engaged in the P.S. 137 Follow Through program during the 1978-79 and 1979-80 school years make significant gains at all grade levels in Reading against the standardization sample of the Stanford Achievement Test (and the SESAT).

Table 1

Norm-Referenced Comparisons on Stanford Achievement Test

and SESAT for children in Follow Through since Kindergarten or First Grade

1979-1980

Grade:	Kindergarten (SESAT I)		1 (SESAT II)		2 (PRIMARY I)		3 (PRIMARY II)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	LETTERS		LETTERS		VOCABULARY		VOCABULARY	
%ile equivalent	41st →	59th	39th →	49th	23rd →	37th	23rd →	47th
Mean NCE	45.0	54.3	43.9	46.9	33.9	42.3	34	48
Magnitude of effect (in SD units)	.44		.24		.40		.67	
t-values	3.37, $p < .01$		2.63, $p < .05$		4.30, $p < .001$		5.22, $p < .001$	
N	45		79		66		61	
	AURAL		AURAL		COMPREHENSION		COMPREHENSION	
%ile equivalent	14th →	36th	16th →	26th	48th →	59th	35th →	47th
NCE	26.7	42.2	29.4	36.3	48.9	54.3	41.5	48
Magnitude of effect	.74		.33		.26		.31	
t-values	4.29, $p < .001$		3.83, $p < .001$		2.25, $p < .05$		4.53, $p < .001$	
N	45				66			

Tables 1 and 2 present mean fall-spring test scores for each grade on the appropriate level of the SESAT or Stanford Achievement Test for 1979-80 and 78-79 respectively. Testing was supervised by the Evaluation Office of the New York City Follow Through and the results were independently analyzed. The sample included all children in Follow Through beginning in either kindergarten or first grade. The metric used was normal curve equivalents (NCE) following procedures outlined by Tallmadge, Wood (1978). Table 1 thus reports: (a) the mean NCE's for the pre and post-tests, (b) the percentile equivalent, (c) values of correlated t-tests with corresponding p values, (d) magnitude of the treatment effect expressed in terms of the standard deviation of the national sample.

Table 2

Normal Curve Equivalents (NCE), Percentile (%),
and Obtained t-values for Direct Instruction Follow Through Model
1978-79 Pre (Fall) and Post (Spring) Scores on Stanford and SESAT Achievement Tests

Grade:	Kindergarten (SESAT I)	I (SESAT II)	2 (Primary I)	3 (Primary II)
	Pre Post	Pre Post	Pre Post	Pre Post
SUBTEST	LETTERS	LETTERS	VOCABULARY	VOCABULARY
%ile	57 → 79	24 → 44	17 → 28	27 → 33
NCE	54.3 → 66.9	35.4 → 46.5	30.1 → 37.5	37.3 → 40.7
Magnitude of effect	.6	.5	.4	.2
t-values	4.77, p <.001	4.92, p <.001	3.24, p <.01	2.52, p< .05
N[a]	47	76	66	81
Subskill	AURAL	AURAL	COMPREHENSION	COMPREHENSION
%ile	16 → 55	15 → 25	38 → 55	35 → 44
NCE	31.0 → 52.7	28.0 → 36.3	43.7 → 52.8	41.7 → 46.5
Magnitude of effect*	1.0	.4	.4	.2
t-values	5.01, p <.001	3.20, p <.01	4.14, p <.001	4.10, p <.001
N	46	75	66	81

* in terms of SD units for norm sample

a. Sample includes all children in Follow Through for at least three years.

Claim #2

For both the 1978-79 and 1979-80 school years, second and third graders in P.S. 137 Follow Through perform significantly better on a standardized achievement test in Reading than students in a local comparison school. (The comparison school was independently selected by the Evaluation Division of the New York City Board of Education as representing a sample of children from a neighboring school of similar economic status and ethnic composition to the P.S. 137 children.)

Table 3 presents the percentage of children and number of children from P.S. 137 and the neighboring comparison school who fall into each of the following categories: (a) below 25th percentile, (b) between 25th and 50th percentile, (c) above the 50th percentile (national median) on the Total Reading subtest of the California Achievement Test. The California Achievement Test (1977 version) is a highly reliable, valid test of basic reading and comprehension skills (Buros, 1978). The P.S. 137 sample includes all children in the program since either kindergarten or first grade.

Note that for the 1979-80 school year (Table 3), over 70 percent of the Follow Through second graders and over 50 percent of the third graders are above the national median, while only 18 and 12 percent of the local comparison group children are at that level. Only 14.3 percent of the P.S. 137 second graders and 20.8 percent of the third graders are doing poorly in Reading (below the 25th percentile), whereas almost half of the comparison school children are below the 25th percentile. Chi-square ratios indicate that there are significantly different distributions of scores between the Follow Through and non-Follow Through children; chi square = 45.0, $p < .001$ for grade 2, and chi square = 26.3, $p < .001$ for grade 3.

TABLE 3. COMPARISON OF P.S. 137 FOLLOW THROUGH WITH LOCAL COMPARISON*(NFT) SCHOOL - Grades 2 and 3, 1980 and 1979

	GRADE 2 - 1980					GRADE 3 - 1980				
	Below 25th %ile	26th% to 50th%	Over 50th%	Total	Chi Square	Below 25th %ile	26th% to 50th%	Over 50th%	Total	Chi Square
P.S. 137 Follow Through	14.3% (N=11)	15.6% (N=12)	70.1% (N=54)	N=77	45.0 $p < .001$	20.8% (N=11)	28.3% (N=15)	50.9% (N=27)	N=53	26.3 $p < .001$
Non-Follow Through Comparison	49.4% (N=41)	32.5% (N=27)	18.1% (N=15)	N=83		46.7% (N=42)	41.1% (N=37)	12.2% (N=11)	N=90	
	GRADE 2 - 1979					GRADE 3 - 1979				
P.S. 137 Follow Through	29.4% (N=20)	27.9% (N=19)	42.6% (N=29)	N=68	13.33 $p < .005$	26.8% (N=15)	51.8% (N=29)	21.4% (N=12)	N=56	14.7 $p < .005$
Non-Follow Through Comparison	43.4% (N=43)	39.4% (N=39)	17.2% (N=17)	N=99		59.1% (N=55)	30.1% (N=28)	10.8% (N=10)	N=93	

Comparison school in District 23 independently selected by Evaluation Division of New York City Board of Education on the basis of comparable income level, ethnic composition and proximity to P.S. 137.

The data is similar for the 1978-1979 school year. Again, there are significant differences in the distributions between Follow Through and non-Follow Through children; chi square = 13.33, $p < .005$ for grade 2, and chi square = 14.7, $p < .005$ for grade 3. Over 42% of the Follow Through second graders and 21% of the Follow Through third graders are above the national median, whereas only 17.2% and 10.8% of the non-Follow Through children are at that level.

The improvement from Spring 1979 to Spring 1980 in Reading is obvious. It is interesting to note that the improvement in grade 3 is clear on both the SAT and CAT scores. Thus, there is clear evidence that P.S. 137 Follow Through second and third graders score consistently higher than children in the District from similar socio-economic and ethnic backgrounds. The fact that the results are replicated over two cohorts of children strengthens the case considerably (Cook and Campbell, 1979).

Claim #3

a) For 5 of the 8 cohorts in Reading, children performed significantly higher than the mean score for low-income Northeast large city.

b) Three of these cohorts performed at national norm levels.

TABLE 4. ACHIEVEMENT TEST DATA AT END OF THIRD GRADE: COHORTS II THROUGH IX

	MAT Total Reading					SAT Total Reading			
Cohort Year	II 1973	III 1974	IV 1975	V 1976	VI 1977	VII 1978	VIII 1979	IX 1980	Northeast Large City**
Percentile Equivalent	36	52	42	46	40	33	36	46	28
Mean Standard Score	57	61.6	58.8	60.1	58	40.45*	42.26*	47.43*	54.2
Standard Deviation	5.8	9.6	7.4	9.4	6.8	13.5	12.6	15.9	11.4
Sample Size	31	36	38	46	36	31	41	32	69
t-value[a]	1.3	3.3	2.2	2.9	1.7	.6	1.2	2.3	
p-value[b]	NS	<.005	<.025	<.005	<.05	NS	NS	<.01	

* Mean NCE

** from Abt Report (Molitor, et al, 1977)

[a] tests whether P.S. 137 is significantly above the value for Northeast large cities

[b] one-tailed test

Table 4 demonstrates end-of-third grade achievement for cohorts II and IX in Reading for children with 4 years of Follow Through. Cohorts II through VI were tested on the MAT under the supervision of the University of Oregon. Cohorts VII through IX were tested on the SAT under the supervision of New York City Follow Through.

In each case, statistical tests were performed to see whether Follow Through children performed significantly above the mean score for low income children in large urban centers in the Northeast (Molitor et al., 1977). This data was independently collected by Stanford Research Institute and reported and analyzed by Abt Associates (Molitor, et al., 1977). This would appear to be a reasonable comparison standard for the low income children in P.S. 137. The magnitude of the intervention effect in reading ranges from .38 SD units for cohort II to .7 SD units for cohort III. Effects are significant for cohorts III, IV, V, VI and IX. All these effects are considered educationally significant by Horst, Tallmadge, and Wood standards. In addition, cohorts III, V and IX approach the national median in reading; in the case of cohort III, surpassing the national median.

The drop in Reading for cohorts VI, VII and VIII has one likely cause, the budget crisis in New York City beginning in 1975-1976. Cohort IX, with a percentile rank of 46, shows a marked increase in reading scores over the years of the budget crisis as a period of relative stability emerged. Even with limited services and constant staff mobility, children still perform significantly higher than low income children from the Northeast region.

Claim #4

(A) When evaluated by independent agencies, children in cohort II (1969-1973) and cohort III (1970-1974) performed significantly higher in all areas of Math and Language assessed by the Elementary Form of the 1970 version of the Metropolitan Achievement Test than a pooled sample of low income children not involved in Follow Through. In addition, Follow Through children performed significantly better than local comparison children in the domains of Language, Math Computation and Total Math.

(B) At the end of Grade 3 children from P.S. 137 Follow Through consistently perform at or above national norm levels in Math, as measured by the Metropolitan Achievement test. This is true for cohorts III, IV, and V in Math. These students consistently perform significantly better in Math than the sample of low income children from large Northeastern cities tested by SRI and Abt in 1972-1974 (Molitor et al., 1977).

(A) Abt Associates (1977), performed an independent evaluation of cohorts II and III, contrasting their performance on the MAT subtests with (a) a pooled national comparison group and (b) a local comparison group. Table 5 reports summary information from the Abt report on cohort III. These results indicate that P.S. 137 Follow Through children performed significantly higher than the pooled national comparison groups on Math Computation, Math Problem Solving, Math Concepts and Language and Total Math. Follow Through children performed significantly higher than local comparison children in Language, Total Math and Math computation. These results were considered both statistically significant (using analysis of covariance) and educationally significant by Abt, i.e., the magnitude of the treatment effect was more than one-quarter standard deviation.

Similar effects were found for Cohort II (Abt, 1976, vol. III B, 150-160). The fact that similar patterns were found for cohorts II and III adds to the reliability of the findings. The quasi-experimental design used by Abt controls for most of the traditional threats to internal validity such as maturation, reactivity to testing, history (Cook and Campbell, 1979). There is virtually no chance of selection bias - the P.S. 137 children were among the most disadvantaged in the entire national Follow Through evaluation.

TABLE 5. SUMMARY OF EFFECTS - ABT EVALUATION*, COHORT III, GRADE 3

	P.S. 137 Follow Through				Local Comparison(nonFT)Group				Statistical Significance			
									Pooled Comparison		Local Comparison	
Outcome Measure	Mean Raw Score	S.D.	Percentile Equivalent	G.E.	Mean Raw Score	S.D.	Percentile Equivalent	G.E.	p	Magnitude of Effect[a]	p	Magnitude of Effect[a]
MAT												
Math Computation	29.48	6.46	88	5.0	19.35	7.85	34	3.5	<.01	1.6	<.01	1.28
Math Problem Solving	22.32	6.53	62	4.1	14.25	6.70	30	3.2	<.01	.75	NS	
Math Concepts	18.45	4.93	50	3.8	17.52	7.21	30	3.2	<.01	.59	NS	
Language A	9.71	2.75	62	4.6	8.16	3.24	23	2.9	<.01[b]	1.52	<.01[b]	.26
Language B	20.42	7.75	62	4.6	8.77	5.85	23	2.9				
Total Math	75.4[c]	—	66	4.2	64.9[c]	—	32	3.3	NS		<.01	.82

* from Abt (1977) Volume IVC, pp. 261-275

a In polled SD units

b Total language

c Median standard score

(B) Table 6 demonstrates achievement test data for cohorts III through VI on MAT Total Math. All testing was done under the supervision of the sponsor, the University of Oregon. Tests were scored and analyzed in Oregon. The samples consist only of students in the program for the entire four years. (Note that this is more stringent requirement than that of the New York Follow Through evaluation, thus sample sizes are smaller.) All Math scores, with the exception of cohort VI, are above the national norm level.

Two sets of statistical analyses were performed for Total Math. An attempt was made to see whether P.S. 137 Follow Through children performed significantly better than expectations, based on the regional data collected by Abt. In all instances, Follow Through children perform significantly above the average score of low income children in large Northeastern cities. ($\underline{p} < .05$). The magnitude of the effect always exceeds the criterion of educational significance, of .25 SD units. Two-tailed $\underline{t}$ - tests were also performed to see whether each cohort's scores were significantly different than the national norm median level. Only cohort 6 is significantly below the median.

These are the most recent data available for Math since both the sponsor and New York City discontinued math testing after 1977 due to financial constraints.

TABLE 6. METROPOLITAN ACHIEVEMENT TEST DATA AT END OF THIRD GRADE: COHORT III THROUGH COHORT VI

MAT Total Math						
Cohort	II**	III	IV	V	VI	Northeast Large City*
Sample Size	-	34	36	46	38	69
Percentile	-	56	58	60	31	18
Mean Standard Score	-	71.8	72.5	73.1	64.7	60.1
Standard Deviation	-	10.9	8.5	10.9	8.2	11.9

* from Abt Report (Molitor, et al, 1977).
** Not tested in math.

C. EVIDENCE THAT THE EFFECTS ARE ATTRIBUTABLE TO THE INTERVENTION

The norm-referenced comparison in Claim #1 controls for most of the conventional threats to internal validity. (See Horst, Tallmadge and Wood, 1975). The effect could not be due to regression effects since all children, regardless of pre-test scores, are accepted into the program.

The quasi-experimental designs for claims two and four are well protected against traditional threats to validity. In both cases, the comparison groups were selected by individuals unaffiliated with P.S. 137 FT. In each case, effects were replicated over two cohorts of children. As Cook and Campbell (1979) argue in quasi-experimental designs, replication is crucial to proving effects are attributable to the intervention.

D. EVIDENCE OF GENERALIZABILITY AND EDUCATIONAL SIGNIFICANCE

A) The Followup Study. New York City tests all students in reading, starting with second grade. This testing consisted of the administration of the MAT in 1974; the SAT in 1975 and 1976; and the CTBS in 1977. The third, fourth and fifth grade scores of all graduates of Follow Through cohorts III and IV were traced. These are reported in Table 7, along with the District 23 mean for each year. The scores are reported as mean grade equivalents, rather than mean standard scores, since this was New York City's policy at the time and no standard scores were calculated.

TABLE 7. COMPARISON OF THE TOTAL READING GRADE EQUIVALENT SCORES FOR FOLLOW THROUGH AND DISTRICT 23: NEW YORK CITY TESTING PROGRAM*

	Grade 3 - 1974		Grade 4 - 1975		Grade 5 - 1976	
	Mean G.E.		Mean G.E.		Mean G.E.	
P.S. 137 Follow Through, Cohort III	3.72	N=34	5.19	N=31	7.63	N=26
District 23	3.0	N=**	3.8	N=1816	5.3	N=1798
Grade at Test	3.7		4.7		5.7	
	Grade 3 - 1975		Grade 4 - 1976		Grade 5 - 1977	
	Mean G.E.		Mean G.E.		Mean G.E.	
P.S. 137 Follow Through, Cohort IV	4.02	N=37	4.72	N=30	5.77	N=27
District 23	3.1	N=1877	3.8	N=1824	4.6	N=1547
Grade at Test	3.7		4.7		5.7	

* Scores for all children are taken from the NYC Testing Program: MAT/1974; SAT/1975; SAT/1976; CTBS/1977.

** Unavailable

Follow Through scores are compared with District 23 scores because of the similarity of their demographic data. All schools in the district are deemed ESEA Title I eligible. In addition, demographic data from the 1970 Census Report refer to the entire Ocean Hill-Brownsville area and its residents, as does the New York Times (Feb. 4, 1980). Not only did the Follow Through students maintain mean scores at or above grade level in grades four and five, but they scored significantly higher than the remainder of the students in the district ($p < .05$). There is thus evidence that the positive effects of Follow Through are maintained in the intermediate grades.

B) Stability of Effects. Tables 4 and 6 clearly indicate that the effects of the intervention are replicable; although there is minor year to year variation, standardized test scores in reading and math are consistently above what would be expected for this population and this district. For example, over eight cohorts, Mat and Sat reading range from the 33rd to the 52nd percentile with a median of 41rd percentile performance. Over four cohorts, MAT math ranges from the 31st to the 60th percentile, with a median at the 57th percentile.

A measure of model generalizability is the consistently high student performance in P.S. 137 during the years 1968 through 1980, despite the large numbers of teachers and paraprofessionals transferred or laid off due to New York City's financial problems. Quite often over the twelve years, experienced Follow Through teachers were replaced by new teachers, who then had to be trained to implement the model. In addition to having over 50 different teachers, there were also 5 different principals and 6 different Follow Through directors. The model seemed to adapt to these circumstances.

The educational significance of this particular project was discussed in detail by the authors of the Abt Report in their analysis of the impact of the Follow Through models in the two large urban areas of involvement, New York City and Philadelphia:

> Characteristics of large city systems...which make the delivery of a model's program difficult include: high teacher turnover, teacher strikes, formal negotiations over teacher contracts and the bureaucracy generally associated with large school systems (Volume IVA, p.150).
>
> We might, therefore, view the big cities as a test of the model's ability to adapt to often adverse conditions, a test which appears difficult to pass...(Volume IVA, p.148).

Thus there is evidence that the model can work in a variety of communities, particularly other inner city areas.

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The New York Times, "Reading in Two Districts: The Best and the Worst", Feb. 4, 1980.

Comments on the JDRP Submission

Data are presented for 1968-1980. Thus, there are many replications with different teachers and students for the 12 year period. The description includes the four major components of the model. Section V provides a detailed description of each of the four components. The curriculum is described in some detail, as it is assumed that the JDRP panel members will be relatively unfamiliar with those materials. Teaching strategies, staff development, and monitoring of student progress are also described.

The bulk of the proposal is the claims of effectiveness of the program. There are four claims of effectiveness. All of the claims of effectiveness involve the use of norm-referenced measures. The claims are basically that the Follow Through students perform at or above national norms in basic skills, that the results will be replicated over a period of years, that the Follow Through students outperform local comparison students in math and language, and finally that the Follow Through students sustain their gains by performing at or above grade level in fourth and fifth grades, and by significantly performing comparison children.

Scores are compiled from several tests, the Metropolitan Achievement Test, the Stanford Achievement Test, the Comprehensive Test of Basic Skills, and the Wide Range Achievement Test. The variety of measures resulted from the four agencies that evaluated the site. These four independent sources of data in many ways strengthen the evaluation of the site. Stanford Achievement Test and SESAT scores are reported in Percentile Equivalents and Mean Normal Curve Equivalents (NCE's).

These data are supported by the analysis of the Metropolitan and Stanford Achievement Tests for end of third grade students, 1973-1980. Percentile Equivalents and Mean Standard Scores are used to present these data.

After the presentation of the data in seven tables, and the brief discussion of each, including the follow up comparisons for fourth and fifth grades, the proposal ends.

Summary of the JDRP Proposal

This is a complicated proposal that utilizes data collected by several groups for many years. The analyses are for norm-referenced, local, control, repetitive, and longitudinal comparisons. Thus, many analyses were presented.

This type of proposal and, therefore, the need for these data were unanticipated when the program began, but the sponsor chose to begin data collection shortly after the initial implementation of the site. The sponsor collected data, the school district and the city also collected data, and the site was also part of the national evaluation of the Follow Through project. The independent evaluations made by these groups strengthen the argument that this is an effective site. This analysis would not have been possible if the sponsor had not collected data consistently. It would not have been possible if the district and city data had been relied upon. In fact, while some might argue that students in this site have been tested excessively, the lack of consistent testing by all but the sponsor necessitated that the sponsor continue to test regardless of the testing that the other agencies conducted.

Thus, two simple rules can be derived from this example, "When in doubt, test," and "When in doubt about testing in a particular area, test."

By assuming that no one else will supply consistent data, the sponsor assumes responsibility for the evaluation, and includes a variety of measures.

The remainder of this chapter deals with specific questions-questions that are commonly raised when one is considering the development of an evaluation plan for a long-term implementation.

Special Considerations: Questions and Answers

1. Are all tests the same? No. Many tests are very similar, but one would be mistaken to assume that the Wide Range Achievement Test tests the same skills that the Metropolitan Achievement Test tests, for example. Some batteries include measures of oral reading, including reading rate. Other tests require silent reading by the students. Some tests test letter names, only, in their first level, while other tests may include letter names for the pre-kindergarten subtest and letter sounds for the post-kindergarten test. Likewise, some batteries include language subtests while others do not. The form of math problems may also differ substantially from one test to another.

   These are not trivial comparisons. These are differences that should be considered before the selection of a test is made.

2. What are the major problems with tests? Tests are time-consuming to administer. Frequently, teachers will want to administer the tests as quickly as possible so that they can get back to more important activities in their classes. It is best if the tests

are administered as their manuals suggest. The Administrators' Manuals specify which subtests are to be given together and the number of sittings.

If possible, test administration should be monitored by someone other than the teacher, or administered by someone other than the teachers. These provisions will give greater credence to the results.

Often, the complaints about a particular test occur after the test is administered and the teachers and administrators have looked at it for the first time. They may then realize that the test does not concentrate on the skills that they want to measure. Avoid this situation by studying a number of tests carefully and selecting the one that best suits your curriculum.

3. What kinds of "special" data should be collected? The best way to answer this question is with another question. "What kinds of specific information do you want?" For example, are you interested in the length of time that a student has been enrolled in your program? Would you like to compare the performance of poor and non-poor students? Do you want to see your students in comparison to other comparable students? Do you want to be able to compare the progress of students in your program as dependent upon how far they have gotten in your program? Do you want to compare the performance of females and males? Do you have

students who have received a more "complete" treatment than others-were some students taught reading and math, for example, while others were taught only math? Do you want to know how the students feel about themselves? Do you care about how the students feel about their experiences in your program?

4. Who should administer the tests? Ideally, independent persons should administer the tests. It is seldom possible for this to happen. In lieu of persons other than the classroom teachers administering tests, here are other suggestions:
    a. Have teachers switch classrooms so that they are testing their same grade level but another class
    b. Organize the principals or other administrators to monitor the testing-they can circulate among the rooms while the testing is done.

5. What should be done with the data after the tests are administered? Look at it. Request the kind of printouts that will allow you to evaluate the performance of the students in your program. Where are the students performing well? Where are the students most obviously having trouble?

Give feedback to principals and teachers. Too often, the data that are collected are stored by the persons in charge of the implementation and the results are not shared with the persons involved directly in the implementation. Sharing the results as quickly as possible with the teachers and administrators will strengthen the program and allow reassessment before the succeeding school year begins.

6. How much does it matter if the same test is not used consistently during a long evaluation? In the long run, it is probably more important that the evaluation continue without interruption than it is for the same test to be administered each year. It is preferable, however, for a variety of reasons that the same test be used whenever possible. If, for example, you are monitoring the performance of the students that you work with in Math Computation, and you have recognized patterns over the years, it will be difficult to determine the consistency of the pattern if a different instrument is used.

   Ideally, the same test would be administered during the duration of your implementation. The Anchor Study (1975), compared results on a variety of tests and determined that the general achievement batteries most often produce results that are quite similar. This study also lists the norming dates for the most frequently used achievement batteries of the 1975 period.

7. How does a project operate from a data base? This is actually a relatively complex question that is not easily answered. The ideal combination is an evaluation plan that involves frequent formative evaluation and regular summative evaluation that

includes norm-referenced measures. The success of the plan depends upon the skill of the sponsor to design a program that will effectively produce the normative data that is sought. This is no easy feat, for most sponsors want achievement "beyond" that which will be measured by a standardized achievement test. This is an admirable goal, but one that should be considered in addition to an adequate normative evaluation. For, without the norm-referenced data, it is difficult to make serious statements about the effectiveness of the program.

In addition to a treatment designed to produce the effects that the sponsor seeks, an intricate series of criterion-referenced tests are necessary in order to measure the on-going performance of students. Most often these tests will have to be developed by the sponsor in conjuction with the materials that will be implemented in the program. These tests are routinely constructed by selecting items from and developing test items that replicate those skills, without actually testing the students on the same items that they were taught. It is important that these tests be administered frequently, and thus it is necessary to develop a great many tests. It is probably necessary to test the students every six to eight weeks, and different tests will have to be available for different points in the program.

Thus, once the selection of the tests for the summative evaluation is made, the on-going work on the development of the criterion-referenced tests for the formative evaluation continues. Ideally, the sequence will be one of constructing tests and examining them for congruence between student performance in the program and test performance.

8. What is the sponsor's responsibility for testing? The major responsibility for evaluation will probably fall to the sponsor, and this is much as it should be. It is the sponsor who is in the process of developing the model, the sponsor is monitoring and working with the site, and in most cases, the sponsor will be instrumental in selecting test materials and then working out a plan for their administration. In addition to this, it is not unrealistic for the sponsor to assume responsibility and the expense of ordering the tests and monitoring or supplying testers to administer the tests. This assistance will be appreciated in virtually every site, and it will relieve the burden that the testing creates. Generally, the sponsor should also be prepared to score and then report the data. It is in the sponsor's best interest that the testing be completed, and that means that the sponsor should be prepared to take major responsibility for the testing program.

An Unfortunate Reality

Unfortunately, most sponsors neglect the evaluation of their programs. Those sponsors who have been forced into evaluations that they have not developed are often unhappy with the results. The sad truth is that most of these results do not reflect favorably upon some sponsors, some of the problems might have been avoided if the sponsors had participated actively in the design of the evaluation.

Perhaps it is time for sponsors to concentrate on areas that are more easily evaluated, and take a more active position in evaluation. It is likely that better evaluations would produce more favorable attitudes toward evaluations in general.

Chapter 10

Report Writing

(And other tasks that you could live without)

Introduction

The preceding chapters have dealt with: Communication, Management Conditions, Developing a Memorandum of Agreement, Job Descritions, Formative Evaluation/Monitoring, and Summative Evaluation. Procedures for operating from "long distance" were discussed, but previous discussions of written documents have been limited to the Memorandum of Agreement and evaluations. The purpose of this chapter is to describe monitoring with written communication. Four types of written communication are presented: Telephone Notes, Site Visit Reports, Midyear Reports, and End-of-Year Reports.

Telephone Notes

This may seem like an unusual reporting system because these "notes" do not appear to have formal "reporting" utility. In a sense, Telephone Notes are not reports. They are logs of conversation between managers and site staff.

It is assumed that the Site Manager/Project Manager needs to be in frequent telephone contact with key site staff. This contact is important if the manager is to know what is going on on the site (in addition to the data that are received) when not on site. Amazingly, rather spectacular things can happen on site and not be reported to the manager if regular communication is lacking. For example, several years ago a Project Manager for the University of Oregon was talking to the Director of his site. They had discussed several points of "old business" and then the manager asked what was new. At that time the Director told the manager one of the schools had been leveled by a tornado a few days before. The students were being taught in makeshift facilities, and obviously many changes affecting implementation were already taking place. One wonders how long those circumstances would have continued before the manager was informed. This is a true, though dramatic example.

To work out long distance telephone monitoring consider:

1. The manager should establish a regular phone-schedule for calling the person most directly involved in the implementation of the site. The title of this person may vary from site to site.
2. Notes should be kept on each of these conversations. A sample follows in a few pages. Each entry is dated, and the person being spoken with is in the heading. Topics appear and reappear until there is some resolution of the issues. The reappearance is a reminder of unfinished business.
3. The notes are kept sequentially, a running sequence develops as the year progresses. File all but the last month's notes, but keep the old notes for reference.
4. Review the most recent notes immediately before placing a phone call. This review will show which items should be discussed and new items that have come up since the last talk.
5. The most efficient way to procede is to cover "old business" first. This will focus attention on things that were left undone and establish a sense of accountability for all items. The manager's "new business" should come next, followed by the other party's "new business". Finally, deal with anything else that either party recalls.

6. These notes can be copied and forwarded to the Site Implementation Specialist or Coordinator. By copying and forwarding the notes, it is possible to keep the coordinator fully informed about what is happening on the site. It is also possible that this communication will reduce the need for a large number of meetings between the manager and specialist/coordinator. It is often repetitious and a little aggravating for the manager to feel it necessary to "report in." Passing the telephone notes along makes it unnecessary for the manager to have to "double report"-talk with the site staff and then report these conversations to the Coordinator or Site Implementation Specialist. This is an efficient way to pass information.
7. Number the pages as you take notes. Then check off the page numbers as you copy and forward notes.

The development and importance of this system for telephone notes came gradually. During the first years of site supervision for Follow Through there was little phone contact between managers and sites. It was assumed that as long as data were collected and site management visits were made, things would roll along. Experience has shown that while things do roll along, they roll along more smoothly if the manager keeps in close telephone contact with the site.

Phone calls allow for informal communication. They allow all involved parties keep in touch. The mere collection of data, or even frequent written memos and reports are no substitute for actually talking often. These conversations make it possible for the managers, directors, and supervisors to discuss many small things on a regular basis that would not seem important enough to mention in writing.

Another not-to-be-forgotten issue is that phone calls allow discussion. Thus, many issues can be settled by joint decision. This creates fewer surprises and almost guarantees a smoother flow of conversation on important and unimportant issues.

Examples

4. Ben talked @ Dorothy and Julie @ Cathy p.22 4/17/81 cont'd
5. Look for updating (after 1977) of date-send to Susan if have anything past 1977-basis for FT budget cuts. Ques of help gotten from change to CTBS. Top levels are low (ceilings) and hardly test first grade reading.
6. Ben upset @ Maria's attitude toward FT-it's really her attitude toward supervision-info not first hand from Theresa
7. Note from Dorothy re: arithmetic-ques @ performance, AI? Ann will drop Dorothy a note back.
8. Test results due back very soon-a couple of weeks
9. Last day @ May 29

Julie 4/24/81

1. Flowers to Lu @ potluck: Parent Coordinate-get them and deliver.
2. RIII fine in seconds-way too easy for 3rd grades. Shipping schedule worked out-essentially 2 lessons.
3. Grant-continuing management probs-Ben wants her to take more instruction. Judy not capable of functioning in basal and going @ it.
4. Cathy is ill. Question of what she'll do.

Look back at the notes and review the following:

1. The date of the conversation
2. The person spoken to

3. The topics discussed
4. Each entry represents a current topic of discussion for the site. Brief explanations are that: A third consultant is being brought in, and other consultants are to be notified. Data are being requested by the Federal government for the site from 1977 on. The district changed to the Comprehensive Test of Basic Skills (CTBS) in 1979. That test has "lower ceilings" for first graders. These low ceilings will inadvertently make the scores appear lower for 1979. A person considered for the supervisor's position will not accept the position. There are questions about criterion-referenced test performance on Arithmetic I. The Coordinator will be notified and information will be supplied regarding that test. Standardized test results are due back soon. The final day of school is May 29. And so on. The notes for 4/24/81 include new information-flowers to the supervisor, the new implementation of a revised program, management problems in a particular school, and the illness of a supervisory trainee.

All of these are important topics for the continued smooth monitoring of the site. This contact also strengthens the relationship of the manager and the site contact person. With close communication they will talk about the "other" things that are going on with the site and the sponsor. This give and take help to develop strong ties-ties that would not develop if contact were limited to site visits by the manager. In some respects, these conversations "substitute" for the daily contact that people who traditionally work together have.

Telephone notes are an informal and in some ways atypical type of "reporting." These "reports" are the notes that the manager makes for herself/himself and the coordinator of the project. They are not intended for public review. They are never polished. They are stored, referred to both prior to subsequent phone calls and in order to clarify phone calls that involved specific issues. They become the management diary of the site. Frequently, it is possible to trace the decision-making process through these notes. They remind the manager of topics to discuss, and one can trace just how long it took to implement various procedures or make other changes. In a well-implemented site, it should take less than two weeks to reach closure on most issues. In fact, a manager can review how long items are "pending" on the phone list and from these times determine approximately how well the site is implemented. The longer it takes to get issues resolved, the more problematic the implementation.

The remainder of this chapter deals with more traditional report-writing. The general theory behind these reports is that if the site is well-implemented, the phone reporting is done on schedule, the site visit reports are done, and the mid-year end-of-year reports are done, reporting will be purposeful and focused. When the manager keeps up on the site on a regular basis, report writing is seldom a laborious or difficult task.

Site Visit Reports

Ideally, site reports should be written within 48 hours after a site visit. They should focus upon procedures and committments made during the visit. They should be short. Finally, they should be informal, with carbon copies to site and sponsor staff.

It is impossible to develop specific outlines for site reports because they should reflect current events and onsite status, but it is possible to formulate guidelines.

1. Write reports promptly. Expedience is particularly important. Nothing is more stale than a site report written long after a visit. Late reports may reflect problems, such as:
    a. If you had misunderstandings, those misunderstandings may have lived and grown for a long time before the report arrives
    b. The clarification of the items in the report should be completed as quickly as possible
    c. Details may be forgotten if they are not written up quickly
    d. Sites generally appreciate prompt feedback-site staff often grow to view the visits from the sponsor as something akin to "reviews," and *they are* reviews of sorts-they like to know how they fared and have a report card
    e. Frequently, people who did not attend the final meetings will receive copies of the reports-this is how it should be, and these people should receive current news.
2. Keep the mood of the report light. Experience has taught that people in high bureaucratic positions seldom commit anything to paper-the comments that they do make are generally positive. This is not a coincidence. Leave unwritten what you do not want circulated. Only as a final alternative should things be written that take very strong stands-then hold the reports for at least twenty four hours, re-read them, and send them only if you still agree with all of the points.
3. Restrict the report to issues that were discussed in the exit conference. In this way, the report will contain no "surprises." If there is some little item that you genuinely forgot to mention,

certainly it can and should be included in the report, but resist the tendency to slip in something that might produce genuine alarm or concern on the part of the site personnel.

By restricting the content of the report to issues that you have already discussed, there will be no surprises. The report will confirm the understandings that you thought that you had when you left the site. The report can be written from the agenda from the exit conference. These items will change from one visit to the next. In this way, the reports will reflect the level of implementation of the site.

4. Close the report by stating when you will contact the site next, leaving it open for them to contact you if need be.
5. Use the report to say good things about staff who are performing particularly well. Written communication of this sort may be particularly helpful. Staff doing good work seldom receive written comments to that effect. The reports will become particularly reinforcing if they include commendations for staff who deserve it. Therefore, if you have something positive to say about an individual, the reports are a good place. If you have negative things to report, hold them a few days to see if the situation cannot be resolved.
6. Send copies to all persons who are directly involved in administration of the site. In a public school district, this list might include: the supervisor, the superintendent, the

Parent Advisory Committee Chairperson, the principal, the sponsor coordinator, and the sponsor director. The report is written to the site director.

A model site report follows.

UNIVERSITY OF OREGON
College of Education
Department of Special Education

FOLLOW THROUGH PROJECT—"So They Shall Not Fail"

Telephone (code 503) 686-3555
Eugene, Oregon 97403

To: Bob

From: Linda

Date: April 16, 1979

Re: Site report #4

During my last visit, I was particularly pleased to see the improved performance in the area of third grade arithmetic. I think that the teaching staff has shown growth in both general management and understanding of the program.

I was also pleased that the testing appeared to be going very well. I talked with Harriet briefly and she anticipates that the results will be back long before my next visit, the last week in May. Since the Follow Through experience of each child is coded, we will be able to do a careful analysis of our students. I am looking forward to the opportunity to work with the staff on the basis of the results.

The coordinators and I discussed the importance of meeting with each grade level one afternoon during the week that I will be with you. My visit will be primarily for planning for next year, and I would appreciate the opportunity to meet with all first, second, and third grade staff members separately (one grade per meeting) in order to receive their input as to where their students are now, and what they feel should be modified for next year. Please let me know if it is possible to set up those meetings.

The progress of the students that Juanita has been working with has been impressive. I found that all of the students were greatly improved on their last continuous tests. Juanita's model classroom form is being retyped here (I hope), and I will either send it or bring it with me when I come next.

I will be working with the coordinators during the next couple of weeks on the identification of the skills taught in the newly adopted basals and the current third grade skills lists. We are currently considering the development of a preassessment for entering third graders, a mid year assessment, and a post assessment. Plans for the development of this test will continue and we may work on it during my next visit.

Keep in touch,

Comments on the report follow:

1. Third grade arithmetic has obviously been a problem. It seems that management and the overall implementation were problems. Progress has apparently been made, and that progress is noted here.
2. The second paragraph refers to the district's standardized tests that are administered each spring. The person referred to coordinates the administration of those tests. It appears that all is in order here and that the results will be returned by the publisher quickly. This site pays particular attention to data, and the results of the annual standardized testing program are of interest to many people. Coding is done so that it can be determined just how long a child has participated in the program. It is important to trace a student's participation in the program in order to determine the program's effects. This manager plans to work with the staff on the basis of the results of the tests. It is to this site's credit that the results will be received quickly and then distributed to the entire staff.
3. The third paragraph deals with the next visit and plans for meeting with each teacher at each grade level during those meetings. Grade level meetings will be held to evaluate students and to plan for next year. If these meetings are held in the fall, teachers often forget problems of the spring. Teachers tend to compare new students to students at the end of the previous year.
4. One of the coordinators worked wth students in a tutorial setting. This work apparently progressed nicely. Follow up work is being

completed by the sponsor on work that the coordinator is doing.

5. The last long paragraph deals with the work that the manager and the coordinators will be doing between this report period and the next visit. This group has agreed to review newly adopted basal texts as well as pre, mid, and post assessment measures.
6. The final line is a gentle closing.

The memo form is particularly appropriate for this type of communication. It is informal, it is acceptably brief, and it is expedient. The list of persons copied for this report (which was not produced here) involves the superintendent, coordinators, PAC Chairperson, sponsor coordinator, and sponsor director as well as the other consultants to the site.

The manager sends telephone notes and Site Reports to the site. This is the manager's communication system with the site, though others are carbon copied and therefore kept informed about what is happening. The final two types of reports are different from the first two. They are written by the manager, but they are written from an outline that the sponsor provides to the manager. The Site Implementation Specialist or Coordinator works out the outlines for these reports, then all managers write reports that are tailored to these outlines. In other words, the first two types of reports, the phone conversations and site reports, are truly site specific. They contain specific information that the manager and the site are working on. The last two types of reports deal with information that the sponsor wants each manager to report on each site.

Mid-year and End-of-Year Reports

The sponsor-directed reports are different from the manager-initiated reports. Their style is a little more contrived, and they deal with different kinds of information. There are two reports required by the sponsor-a mid-year report, and an end-of-year report. Both reports are written by the site manager. They are sent to the sponsor. They are reviewed by the coordinator and sent to the site.

A memo for manager reports follows first. This is a mid-year report memo. These reports are due a little past the actual midpoint of the school year. The reports are written following an outline written by the coordinator. Managers get the outline a couple of months ahead, so they can focus on the areas that they are expected to deal with in the report.

UNIVERSITY OF OREGON
College of Education
Department of Special Education

FOLLOW THROUGH PROJECT—"So They Shall Not Fail"
Telephone (code 503) 686-3555
Eugene, Oregon 97403

January 15, 1980

TO: PROJECT MANAGERS

FROM: PC'S

RE: PM REPORT

February 2 is not Doug Smith's birthday; February 2 is not the anniversary date of the 100 years war, nor is February 2 the day that Joseph Pizza made the first pizza in Rochester, New York. February 2 is the day mid-year reports are due. Surprise, nothing has been added to the form which was included in the PM packet given out in November. A copy of the form is enclosed.

PLEASE REMEMBER TO INCLUDE DOCUMENTATION FOR REPORTING THE STATUS OF YOUR GOALS AND LOW GROUPS. Thanks!

PROJECT MANAGER REPORTS ARE DUE FEBRUARY 2.

TENTATIVE OUTLINE:

1. Services Rendered
   Dates Who Why Total Days on Site

2. PROGRESS OF GOALS

   a. Short paragraph summarizing the status of your goals.

      OR

      If you use the suggested report form to the Director (p.   ) you can just attach your most current report.

   b. Documentation: What is the basis for saying your goals have changed or not changed?

Examples: For progress of weak teachers/aides you can document with changes in Continuous Test percentages.

For progress with top groups you can document with Day in Program gains: number of lessons taught compared with number of teaching days, or DIP compared with projections.

For communication with administration you can document with the number or regularity of contacts and include a sample of your phone call form.

   c. If you had to change your timeline, your goals, or your procedures, please specify the changes and your reasons.

   d. If your procedures are not working, please specify what you plan to do, how you plan to monitor and evaluate.

3. LOW GROUPS

   a. Briefly summarize the progress of the low groups you have identified from Assignment #5 during your first visit on site.

   b. Documentation: What is the basis for saying these groups have improved or not improved? You can use Criterion Test percentages, error data, whatever is applicable.

   c. If improvement has not been made, what are your plans for making changes? How do you plan to monitor and evaluate?

4. SPECIAL PROBLEMS. (Administration, political, materials, programs, etc.) Please indicate if you want Oregon to help in any area.

5. Sponsor services
   Please list the communication you've had with administrators: principals, directors, superintendents, etc.

A report that was written to this outline follows. The documentation for low-performing groups was ommitted because it would identify children and teachers.

UNIVERSITY OF OREGON
College of Education
Department of Special Education

FOLLOW THROUGH PROJECT—"So They Shall Not Fail"

Telephone (code 503) 686-3555
Eugene, Oregon 97403

Project Manager Report

East Santa Fe

1. Services rendered:

Dates	Who	Why	Total Days on Site
8/21-8/25	Linda Meyer	Preservice	5
10/30-11/3	Linda Meyer	Consulting	5
10/30-11/3	Liz Mager	Consulting	5
2/5-2/9	Linda Meyer	Consulting	5
2/5-2/9	Liz Mager	Consulting	5
2/6-2/8	Carol Osaka	Consulting	3

2. Progress of Goals:

a. My stated goals as revised in Orlando are to: evaluate the Arithemtic I fact program that the site has developed; observe sample fourth grade classes; assist in the selection of a new basal reading text; evaluate a procedure for monitoring the children's progress in the basals, and assure that all third grade reading groups will complete Book C of Reading III by April.

b. The status of these goals is as follow: The first review of the implementation of the Fact Track (developed by the site) which began in early November now requires some additional monitoring. The persons teaching the track are giving the children too much time to figure out the answers, and therefore, the children are not performing as quickly, and without hesitation as they should on a true fact presentation. It is also determined that a transition procedure from oral presentation of the facts to written procedures needs to be implemented so that the children are "flashed" the facts and then write the answers. Inservice meetings have been scheduled to work on these procedures.

The first round of observations in fourth grades began during the last site visit. Generally, this round served to identify the performance and placement of former FT students and identify the teaching procedures being used to teach basic skills. Follow up observations are scheduled for the next two site visits.

The textbook selection process continues. I supplied the site with the EPIE materials for basal readers and science and social studies materials. These materials were well received, particularly by the director. We also shared the most recent monograph that reviews seven major basal reading programs. A similar process will be followed in science and social studies.

As of this date several methods for monitoring performance in the basals are being discussed. No decision has been made regarding the implementation of a procedure. I anticipate that the procedures will be developed and implemented between now and April. All monitoring will be done with emphasis on moving the students through the materials as rapidly as possible, giving special attention to vocabulary development and comprehension training.

If a lesson is taught every day, four out of seven third grade groups will complete Level C of Reading III by the end of April. The other three groups may take 2-3 weeks longer.

3. Low Groups:

Three groups have been identified as requiring substantial monitoring. One of these groups is at Grand, and the other two groups are at Columbia, both are first grade groups. All three groups contain students who have been processed for special placement. The group progress is not to be determined by the performance of the few children in need of a great deal of additional attention. It is anticipated that the children in question will be placed before the end of this school year.

These groups have generally improved as shown by their test data (keeping in mind that testing did not begin on the site until after November 1). The performance of the individual students is carefully monitored by the coordinator assigned to the classroom and each student receives special tutoring as determined by observation and the continuous test results. Five other groups with low Continuous Test scores are being monitored and remediated by the supervisors.

4. Supervisory training will focus on model classroom variables and working with individual low performers in selected first and second grade classrooms for one coordinator.

   Supervisory training will also focus upon Arithmetic III inservice training which will concentrate on format practice and general classroom management for a second coordinator. This coordinator will also be monitored for becoming more assertive in her overall approach to working with the teaching staff.

5. During each visit I communicate directly with each principal, the director, and the superintendent. I have recently begun communication with the Director of Title I and the person in charge of testing and evaluation for the entire district.

Special Problems:

There has not been a decision on the position of bilingual coordinator for the 1980-1981 school year. The proposal that is being discussed most seriously is that the position will become fulltime because of extension of those services into grades 4 and 5. Therefore, it is likely that the district will provide a percentage (50%?) of the coordinator's salary and the services will be limited exclusively to the implementation of the bilingual program.

Comments on the Report:

1. The Services rendered section serves several purposes. Contractually, the sponsor is to provide thirty days of service to the site. The days of service rendered are recorded here, and they can then be compared to the contractual obligation that the sponsor has to the site. The Site Implementation Specialist keeps track of the number of trips made to each site and therefore where they stand in reference to their contractual agreement, but this reporting will list all of the trips. With all of the visits organized like this it is possible to determine if the sponsor is "ahead" or "behind" schedule with site visits.
2. The second part of the report presents the Progress on Goals. The University of Oregon Direct Instruction Model has been setting goals with their sites for a couple of years. These goals are developed with the site, and reviewed periodically by the manager and the site staff. This section of the report deals with a reaffirmation of the goals, for it is not unusual for managers and coordinators to become so caught up in the daily happenings on site that they lose site of the goals developed early in the year. The second section of this part of the report reviews the status of the goals. Each site developed goals.

These goals deal directly with student achievement, classroom activities, or curriculum. All of the goals are behavioral. They are easy to assess and report.

3. This sponsor focuses particularly on the performance of low-performing students. Three groups are identified as needing monitoring. Specific information is provided on these groups. The monitoring provisions for these students are stated. The data for these students are presented. And, five additional groups that are having difficulty with the criterion-referenced tests are also identified. In the case of these low-performing students, a supervisor works directly with them. This is a mark of a well-implemented site.
4. Supervisory training is covered next in the report. Generally, these are individual comments on each supervisor. There are three coordinators (supervisors) on this site, and each supervisor has assignments.
5. A final section of this report deals with the communication that the manager makes while on site. It is important for the manager to communicate with all of the administrators and supervisors on site.

The purpose of this report is to update the sponsor, and indirectly, the site at the midpoint of the school year. The sponsor develops the outline so that all managers cover the same general content. Although they follow the same general information, the individual reports will differ greatly. Goals vary, and other items reflect the overall status of implementation of the site.

Occasionally, sponsors suggest an additional page of the report which is "confidential." These items are not reported to the site. The danger, of course, is that inadvertently, there may be a slip up even with this procedure and the "confidential" items may be sent to the site. There is always the danger of this foul up, and as long as the danger exists, cautious sponsors and managers will probably choose to exclude this type of section from their reports. It is better to discuss these items and avoid writing them up. The mid-year report is distributed to everyone who receives a copy of the site report.

The End-of-Year Report is discussed next. By definition, this report is written at the end of the year. These reports should be prepared at the end of the contractual period. Mid-year reports and End-of-Year reports are very similar. They are written from outlines developed by the sponsor. Copies go to all persons who received Site Reports and Midyear Reports.

The outline for a final report is as follows:

1. Services Rendered:
2. Preservice Plans:
3. Progress goals since the midyear report:
4. Goals for next year:
5. Confidential:
6. Last Day in Program:

This outline differs somewhat from the Mid-year report outline in that it includes information on Preservice-this is the training scheduled before the next school year begins. The progress of goals since the Mid-year Report is included. Goals are requested for the upcoming school year. There is a section on confidential information and the final lesson day in program information is requested on the students. This last section is one that is probably unique to the University of Oregon implementation. The lesson days are numbered in the Oregon model's curricula, so one knows which lesson the students are on. The final lesson day performance for students is important so that the sponsor can look at those data as indicators of the site's overall performance. It is also important for these data to be collected so that continuing students can be accurately placed the next fall.

A sample final report follows.

Final Report 1979-1980
Brooklyn
Linda Meyer

1. Services Rendered:

October	26-28	Linda Meyer
January	9-10	Linda Meyer
April	4-6	Linda Meyer
April	5-6	Jean Osborn
June	12-15	Linda Meyer

**Brenda Green will supply her own days.

2. Preservice Plans:
Preservice is tentatively planned for the first three days after Labor Day. These are days on which the teachers report to the school, but the paraprofessionals do not report. It is anticipated that each teacher will be involved in setting goals for the 1980-1981 school year and that each teacher will be met with for an individual conference during this three day period.

The coordinator is requesting that three consultants be available during most of the first three weeks of school. This abundent assistance is required because there will be no onsite teacher-trainer. It is anticipated that two trainers will be contracted with to consult approximately 100 or more school days for Follow Through. These will be persons from the New York City area.

It is undetermined at this time whether I will attend Preservice or wait and attend one of the first three weeks of school.

It is anticipated that Brenda Green, myself and the New York City consultants will cover Preservice, and the initial three weeks of school. No additional Oregon personnel should be scheduled at this time.

3. Progress of goals since the midyear report:
The midyear report written by Brenda Green specified midyear goals (April, 1980). Brenda should now complete this section of the Final Report with progress since the Midyear Report.

4. Goals for next year:
Goals for the 1980-1981 school year will be discussed with the Coordinator during the June 12-15 visit. The overall site goals will be available for discussion after June 19, 1980. The individual goals for teachers will be determined during Preservice.

Various goals will be completed by the appropriate person. The Parents will have goals, the coordinator will have goals, and the Project Manager and Consultant will have goals. The goals will be developed with the cooperation of the New York-based consultants and the principal as well as the district office. I anticipate that Jean Osborn will be requested for at least one 5 day trip into the site.

A procedure for goal evaluation will be part of the goal clarification procedures discussed during the June 12-15 meeting. It is unknown at this time what support services will be needed.

5. Confidential:
The specific details for management and consulting for next year are currently undetermined. Brenda Green has expressed her unwillingness to serve a dual role as Manager/Consultant. The conflict will be resolved on June 12 and 13 when Brenda, Joan, and I will meet in New York.

I anticipate that the site will be served as follows next year:

Project Manager on site days	15
Consultant on site days	30
Osborn's on site days	5
*New York based Consultant # 1 days	75
*New York based Consultant # 2 days	25
	150

*These days will be paid for the by the school's budget. The New York City consulting provision is that one person can be contracted with for no more than 75 days, therefore necessitating the need for two persons to complete the anticipated 100 days in the consulting budget.

One major concern that I have is that the assignments for consultants be specified well in advance so that each consultant will work consistently with the same people. With three consultants it makes sense for each to be assigned one grade level. The assignment can be based upon which grade level will require the most help. The manager should also be assigned a grade level. The Coordinator may work with all consultants.

The Coordinator is extremely capable. She is the strongest Coordinator the Brooklyn site has had. She is interested in classroom implementation, and she is a skilled teacher. She is planning to spend a substantial amount of time in the classrooms next year. I anticipate that it will be possible for her to coordinate the consultants on site and provide overall monitoring for LDIP progress and still complete her other duties as coordinator.

Another possible organizational scheme is that consultants work within a particular subject area instead of within a grade level. These are two workable options. It will be up to the persons involved to determine which of these alternatives will provide the best service and least confusion for the site.

6. Last Day in Program:
This information will be unavailable until the last day of school which is during the week of June. The final LDIP's will be supplied at that time.

Comments on the End-of-Year Report, follow:

1. Services rendered here are for the project manager alone. The consultant will supply additional information on days and assignments.
2. Preservice training is conducted each fall during either the first week of school, or the few days that the teachers are back before the students return. The preservice sessions focus on any one of a number of curriculum or teaching issues. Several additional people will be required for preservice training.
3. The section on the progress of goals will be written by the consultant. This is an unusual procedure, in this case, management was actually shared by two persons. They shared report-writing as well as all other assignments. Normally, this section would be completed by the project manager.
4. The planning for goals for the next year is an important part of the End-of-Year Report. While it may seem a bit premature to begin planning before the year ends, the best time to analyze the progress made during a year is at the end of that year. To wait longer would cloud the issues with information that may be more related to other issues.

   These goals will be developed during a later visit. The coordinator (director for this site) will be an active participant in formulating these goals.

5. The confidential section here deals with overall management for the site. At this site onsite management is sparse because there

is no full time onsite supervisor. With no onsite supervisor, there is more consultant time. Some of the time is supplied by the sponsor, but most of the time is paid for by the site. The role of the coordinator (director) also changes.

6. This site has an unusally late last day of school. Therefore, the completion date of the report preceded the end of school. Because the report is due before school ends, there are some rather incomplete sections in the report. These sections will be completed when the data are available.

Summary

Frequently, project personnel are inundated with reports-reports that are written to meet funding requirements, while failing to carry information to and from site and sponsor staffs. This chapter has dealt with functional reporting-a reporting system that sets up the structure for relaying important information.

Communication between the manager and the site staff is different from communication between the manager and sponsor staff. The manager is the link between the sponsor and the site, so the manager transmits information in both directions. The manager's primary mission is to implement the sponsor's program in the site. The manager needs to keep records of what is happening on site. This information is gathered through site visits and telephone conversations.

The site reports reiterate the issues that the manager focussed on while on site and should be written soon after the site visit. The site reports go from the manager to the site director. Site staff and sponsor staff receive copies of these reports.

Mid-year and End-of-Year Reports are outlined by the sponsor. These outlines go to the managers from the Sponsor Coordinator or Site Implementation Specialist. All managers follow the same outline when writing these reports. These reports reflect the level of implementation and problems in each site. Both of these reports are really written by the manager for the sponsor. They reflect information that the sponsor wants from all sites. The Sponsor Coordinator reviews the report and then forwards it to the site with copies for the administrators.

This chapter could have been entitled, "Purposeful Reporting," for efficient and effective management is not possible without frequent contact between the sponsor's representative (the manager) and the site. And, these contacts need to be documented in meaningful ways. Little contact will almost surely result in diminished implementation at the site, and ultimately the site would resemble the sponsor's ideal less and less. Long distance management creates the need for accurate, simple reporting. Purposeful reporting forces the manager to reflect, and establish meaningful communication between the sponsor and the site.

Chapter 11

Theory Into Practice

The information in this chapter integrates the content from the previous chapters. This book provides practical guidelines for persons involved in program implementation. It describes two very different sets of tools, tools for working with people on an interpersonal basis so that communication is accurate and efficient, and tools for keeping records and monitoring the progress of implementation. Both sets of tools are important. Each is critical for an effective implementation. Projects have failed because the staff communicated ineffectively, while other projects have continued without record-keeping and data to evaluate how and what is taking place on site. It is the marriage of learning how to work together (sponsor staff and site staff) while monitoring that produces an effective implementation.

Because this text presents two very different sets of tools, some readers may judge portions of the book to be of "greater importance" than others. Those traditionally involved with supervision may think the information on communication "strange" or unimportant for them. Others who have developed monitoring systems may find the information on monitoring and evaluation less important for them. These are individual decisions, but the field experiences that have taken place before and during the preparation of this manuscript suggest that the combined skills make for the soundest implementations.

The two models used throughout the test are well-articulated. They are specific. They present information in matter-of-fact ways for staff to implement. Educators involved with less specific programs may question how they can apply this information to their programs. A more appropriate question might be how to incorporate the information presented here into their program development so that they can articulate their programs better. For, the better-articulated the program, the better its chances for success in implementation. It is very important to know what to tell site staff before beginning the implementation. And these instructions must be articulated precisely before the implementation can be monitored. The information in this text assumes a well-articulated program, one that can be described, trained, and monitored with specificity.

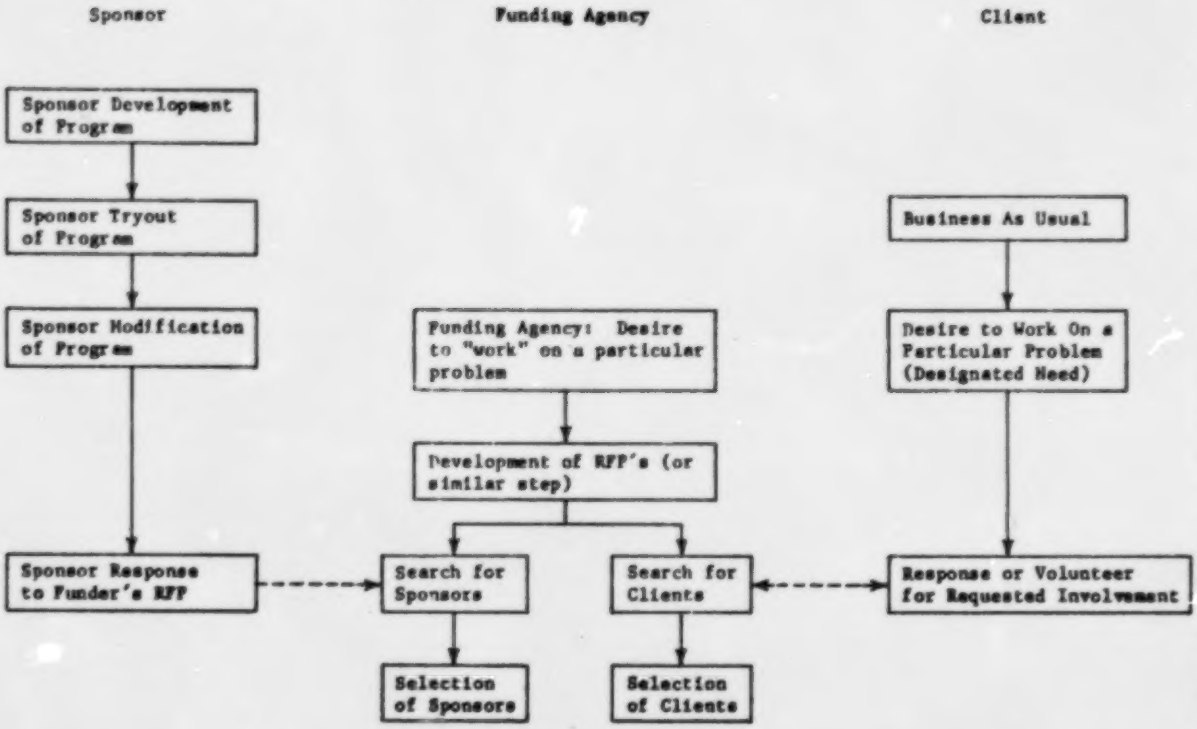
The Process

This section describes the sequence of the implementation process. It begins with the selection of the program and concludes with feedback to the sponsor for program revision. The accompanying flow chart shows the roles for the sponsor, funding agency, and client. These roles change as the process continues from program selection through program implementation.

Program Selection. The opportunity for program selection is usually provided by the funding agency. In most cases, the funding agency (be it the federal government or a private contractor) chooses to "work on" a particular problem, such as basic skills education for disadvantaged inmates, for example. The funding agency at that time either selects several groups of educators known to be interested in the problem, or circulates an advertisement of their interest in a Request for a Proposal (RFP) so that any interested group can respond. Typically, the advertisement or contact identifies the conditions for the program, and fairly definite guidelines to cover such things as the amount of time for funding, the selection of subjects, the level of funding, number of personnel, and so on. While the funding agency is operating in this way, the potential sponsors are usually engaged in the development of their programs. If they are a curriculum development group, they are generally producing materials and trying them out with small groups of students. At the same time, the potential clients are conducting "business as usual," though they have often determined that they have problems and are beginning to look for help. In the case of Follow Through, the federal government identified communities that would benefit from an intervention program with elementary school children. In the case of the PLATO Corrections Project, the superintendent's office for the school district of the Department of Corrections selects the prisons in which the PLATO group will work. In each case, the sites are selected by others. After programs are published and available from publishers, the process changes a great deal. In these situations it is common for schools or districts to work out implementations directly with the publishers.

After the development of the RFP's by the funding agency, the sponsor responds with a proposal, and the site (client) surfaces as the search for sponsors and clients occurs, often simultaneously. As the funding agency screens sponsors and clients and awards programs, the sponsors and sites become involved with each other for the first time.

Program Selection
Figure 1


Sponsor
Funding Agency
Client
Sponsor Development of Program
Sponsor Tryout of Program
Sponsor Modification of Program
Sponsor Response to Funder's RFP
Funding Agency: Desire to "work" on a particular problem
Development of RFP's (or similar step)
Search for Sponsors
Search for Clients
Selection of Sponsors
Selection of Clients
Business As Usual
Desire to Work On a Particular Problem (Designated Need)
Response or Volunteer for Requested Involvement

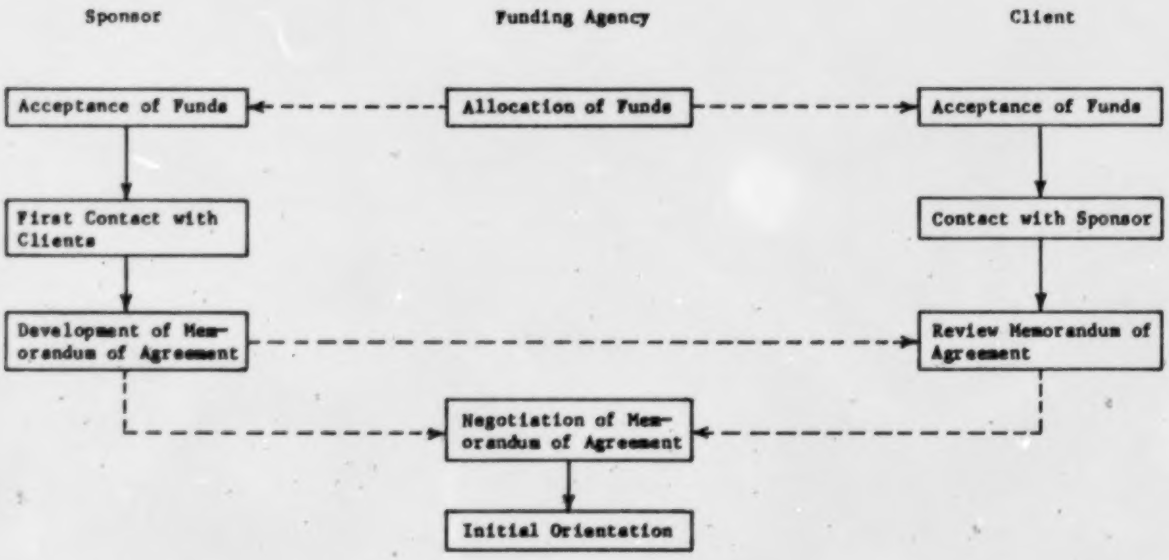
Program Implementation. The second stage of the sequence is the implementation of the program. All three parties, the sponsor, the funding agency, and the client are still active, though the sponsor and client begin to work together and the funding agency assumes more of a support role, and one of "negotiator" for the arrangements for implementation. The first step in this sequence is the allocation of funds. Funds go to the sponsor and the client. These funds are awarded by the funding agency, and they are usually awarded at the same time to the sponsor and client. These are "conditional awards" in most circumstances, conditional in the sense that the sponsor is funded to work with the client and the client is funded to implement the sponsor's program. Once the funds are awarded, the next step is for the sponsor and client to make contact.

With the initial contact, it is good to have a draft of a Memorandum of Agreement ready. This should be drafted by the sponsor in general terms, and then modified to meet the specific needs of the new site. The Memorandum of Agreement provides a good structure for the sponsor and client in their first meeting. All responsibilities for the sponsor and the site staff are spelled out in the Memorandum, job descriptions can be attached, and the overall conditions for implementation are there. Working from this outline assures that important issues will be discussed and clarified by both parties. With less structured agendas things are often omitted. The draft Memorandum is presented to the client (site staff) by the sponsor. It is read by all parties and then negotiated with the funding agency if questions arise.

In the event that serious questions come up, the funding agency should be called in fairly quickly to negotiate. To hesitate to work out problems with the funding agency may create serious problems between the sponsor and client. When these problems surface in the initial meetings, they are flags that should be responded to quickly so that the problems can be ironed out. Seldom do the problems go away on their own. They may represent serious philosophical differences between the sponsor and client. Whatever the source of the problems, it is a good idea to work out the differences before the first orientation session. It is important for the sponsor and client to agree upon how the implementation is to be handled and how it will progress before beginning orientation and training.

While the Memorandum is usually negotiated by the administrators representing the sponsor and client, it is preferable for the potential site manager and some representatives of the teachers to participate in the initial meetings as well. If these people are involved from the beginning, the negotiations have a better chance of success. It is more likely that terms will be reached that all can agree to. The final portion of this meeting should include scheduling the orientation meeting for the site staff.

Program Implementation
Stage I
Figure 2


Sponsor
Funding Agency
Client
Acceptance of Funds
Allocation of Funds
Acceptance of Funds
First Contact with Clients
Contact with Sponsor
Development of Memorandum of Agreement
Review Memorandum of Agreement
Negotiation of Memorandum of Agreement
Initial Orientation

The initial orientation should involve all of the key sponsor personnel and site personnel that will work in the site. Ideally an experienced manager will represent the sponsor with every new site implementation. The orientation session should be held with administrators first, then a second session should be held with teaching staff members. If the administrators have their own session first, they will have a slight edge on the teaching staff, and they can "help" with the session for teachers. The focus of the session should be slanted a bit more toward administrative issues in the first session. The second session should focus upon teaching and management issues. Administrators attend the teachers' sessions. It is good for them to be full participants, the more active they are in these sessions, the better. The support of the administrators is critical to the short-term and long-term interests of the project. Gain their support in the initial orientation sessions and build upon it during the remainder of the program.

The orientation sessions should include an overview of the program. Audio-visual aides are a big help. It is good to be able to show new clients what a functioning implementation looks like, and slides or films can be very helpful. Teachers appreciate being able to see what their classrooms should look like and they also appreciate seeing students in other sites that "look like" theirs. There should be a great deal of time for questions and answers. Teachers and others will have many questions about how their lives will change with the new program. Better that they have an opportunity to ask these questions before the training session begins than hold the questions until later. If participation in the program is voluntary, some may choose to go with other programs after the orientation session. If this is the case, the orientation phase is a good time for them to make this choice. It is better to have teachers move out quickly than participate in a program that they will find very difficult. It is also better to move them out before training them.

The funding agency staff may participate some in the orientation, but this is unlikely. It is much more likely that the sponsor and client will come together for the orientation session and then begin working together from that time on, with the funding agent's role greatly diminished until the project is well underway and the funding agency chooses to review it. These reviews may be done as reports, or site visits. Few sponsors spend much time at their sites. They tend to rely on information received in reports.

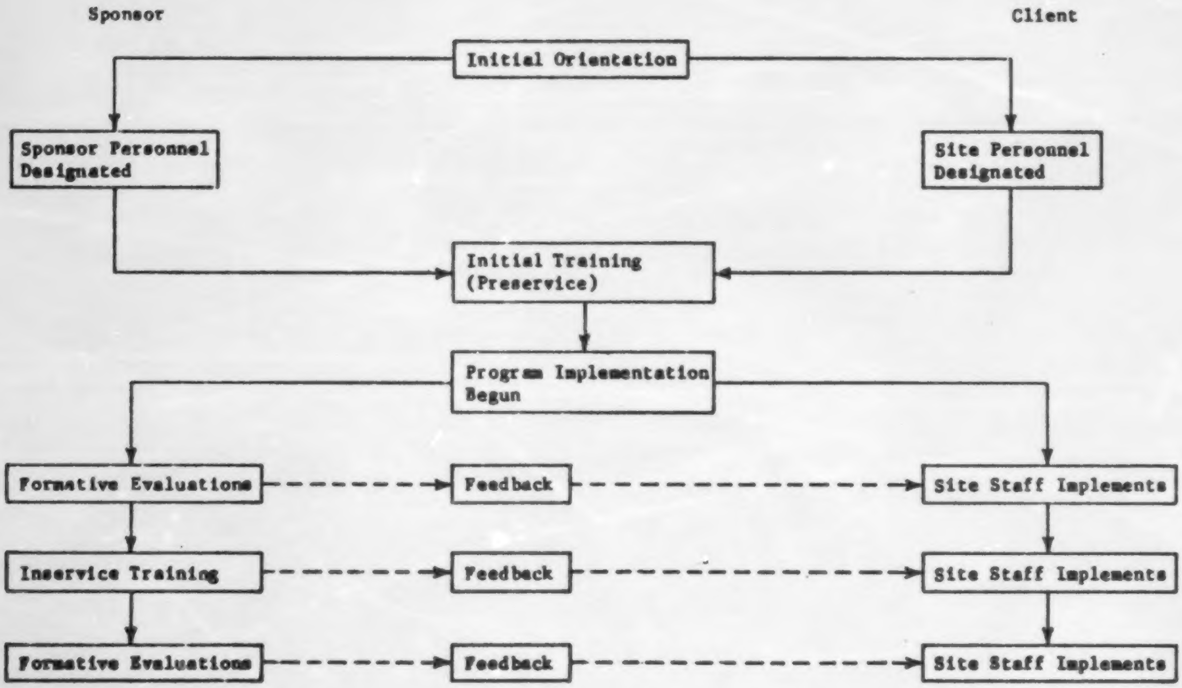
Soon after the initial orientation, the preservice training session should be held. The preservice session differs from the orientation session in that during preservice, teachers and other site staff should practice their roles in the implementation. Most of the preservice training time should be spent practicing new skills. Some time will be necessary for questions and answers, but the bulk of the time should be spent on practice. If orientation was conducted well, there should be few general unanswered questions during preservice training. In fact, the preservice training questions will probably deal with specific situations directly related to the program and how it will work in that site. The preservice training session is usually one of the few times that staff are free from their classrooms for a full day or two. It is best to schedule the sessions for at least a couple of days if the program is at all complex. Most trainers cover material quickly and thoroughly during preservice, and this is the ideal training situation. Yet because there is a great deal of new material to cover quickly, the staff is likely to forget at least some of what they practice during preservice training. It is not unusual for staff to ask questions that were answered shortly before in even the best training sessions.

The actual program implementation should begin as soon as possible after the completion of preservice training. Give the site staff a couple of days to assimilate the information covered during preservice, and then expect them to begin the program. If they ask for much more time, emphasize that the way that they will learn the program is by doing it, and gently push them toward getting started. It is natural to feel a bit hesitant about implementing something that is very different, and the easiest way to get around this is to get the entire implementation process underway quickly.

As soon as the program implementation begins, the sponsor and clients asume new roles that continue for the duration of the program. The site staff implements and the sponsor staff begins formative evaluation/monitoring. This becomes a continuous loop with the site staff implementing, the sponsor staff monitoring and linking the monitoring back to the site staff with feedback. Feedback comes in several forms, reports, inservice training sessions, formal evaluations, or phone calls. In fact, most well organized implementations utilize all of these forms of communication. The process is continuous and may work out something like this.

The site staff begins implementing. The sponsor staff visits the site, observes in classrooms and looks at student achievement data. On the basis of the observations and the data review, the sponsor staff gives feedback to the site staff. The feedback will probably be verbal while the sponsor staff is on site, and may culminate with an inservice session while the sponsor staff is still on site. Feedback will appear again as the sponsor staff writes the report on the site visit and sends the report back to the site staff and to the sponsor staff. Additional phone calls and correspondence will usually take place while the sponsor staff reviews data between site visits. The information received during these periods structure the outlines and priorities for observations during the next round of site visits, and in this way the process evolves and focuses on different issues as the site implements more and more of the sponsor's program.

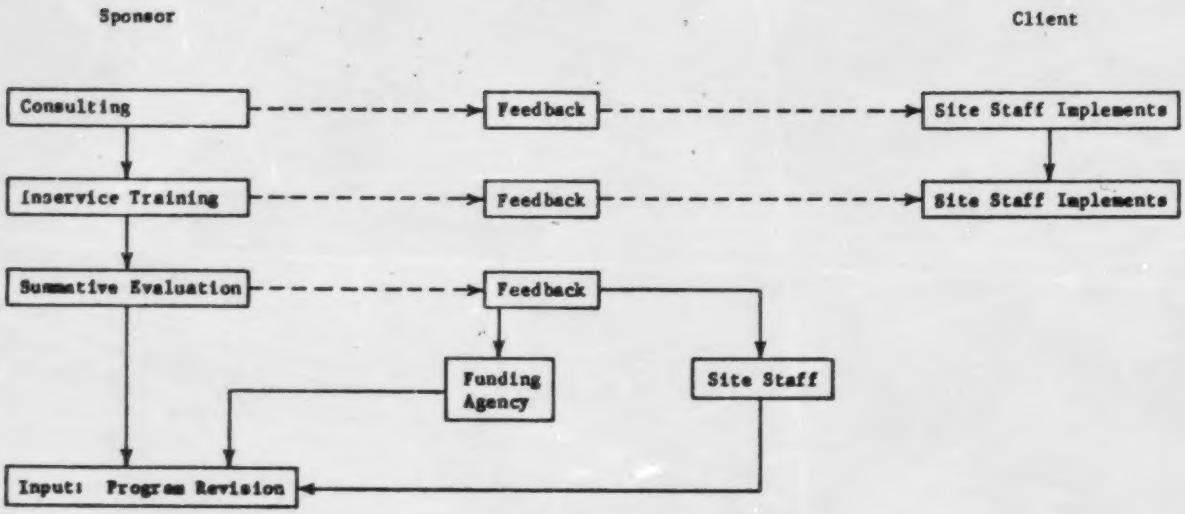
Program Implementation
Stage II
Figure 3


Sponsor
Client
Initial Orientation
Sponsor Personnel Designated
Site Personnel Designated
Initial Training (Preservice)
Program Implementation Begun
Formative Evaluations
Feedback
Site Staff Implements
Inservice Training
Feedback
Site Staff Implements
Formative Evaluations
Feedback
Site Staff Implements

These loops continue during the first year of implementation as the program becomes better implemented in the site and as the site staff and sponsor staff work together to solve problems. Ideally, summative evaluation plans were developed at the beginning of the implementation. If these plans were developed, by the middle of the first year or so, activities should be well underway that will yield information for the evaluation. Pretest information, collected before the implementation began should be reviewed so that sponsor staff and the site staff have some idea of what the students looked like before the implementation began. After reviewing these data, the program progresses with possible modifications because of the performance levels of the students. This process continues as students work and other facets of the implementation are completed. Data are collected at the end of the first year, and then the summative evaluation is completed.

With the completion of this evaluation, feedback goes to the site staff and the sponsor staff. Information obtained by the evaluation should also go to the funding agency. The sponsor should then use input from the site staff and funding agency as well as the data to revise their program. Often, problems that occur in more than one site suggest that there are things that the sponsor could do differently. The sponsor should view things that are not implemented well as things that were not mastered during training. These are areas that need more attention during training and more monitoring during implementation.

Program Implementation
Stage III
Figure 4


Sponsor
Client
Consulting
Feedback
Site Staff Implements
Inservice Training
Feedback
Site Staff Implements
Summative Evaluation
Feedback
Funding Agency
Site Staff
Input: Program Revision

Summary

The process of moving from a sponsor's program to implementation in a site is a fluid experience that usually begins with the decision or committment from a funding agency to award money to developers or sponsors and communities (sites) to work on a particular problem. The funding agency typically allocates money to sponsors and sites simultaneously in order for the program to begin. Once the awards are made, the sponsor and client meet to agree upon the contents of a Memorandum of Agreement in which the obligations of all parties are carefuly detailed. Soon after these agreements are reached, the sponsor provides orientation sessions for the administrators and then teaching staffs for the site. These orientation sessions are followed by training sessions in which the staff practice those skills that they will need in order to implement the program.

After training, the sponsor staff assume the role of monitor and trainer while the site staff implement the program. The sponsor staff provide written and verbal feedback as well as reports and inservice training sessions for a lengthy period of time. Through the process of training, providing feedback, and monitoring, in a continuous loop, the site staff move closer and closer to the sponsor's picture of a model implementation.

Summative evaluation occurs at the end of this cycle, about a year after the beginning of the implementation. The results of this evaluation return to the sponsor as information to be used to change the program and improve it. The information also goes to the funding agent and to the site for additional input.

This is the loop that occurs for successful implementation. A few questions and answers follow that deal with unsuccessful attempts to implement.

1. What is the most common cause of an unsuccessful implementation? Deep-seated philosophical differences between the sponsor and client may result in unsuccessful implementations. These differences are most likely to occur without a Memorandum of Agreement, or when "training" is not done in such a way that the site staff knows what is expected of them. Additional serious problems can occur if the sponsor staff is authoritative and "tells" the site staff exactly what, where, and when they have to do at the beginning of the implementation.
2. How does the sponsor staff get away from authoritative mandates in the beginning? The Memorandum of Agreement will be a great asset for clearly specifying the conditions of the implementation in an impersonal way. It will also behoove the sponsor staff to assert the policies that they will follow without becoming agressive with the site staff.
3. How can some of these initial problems be avoided? The more clearly articulated the program is, the better the chances are that it will be understood before the initial orientation and training. The more people know about what they are getting themselves into, the greater the chances that they will like what they have chosen. Specificity in the articulation is a big step in the right direction.
4. Why give teachers the opportunities to "opt out" of an implementation if they honestly don't want to participate? Experience has shown that during an initial implementation it is best to work with

staff who want to implement the program. Working with staff who are adamantly opposed to the program will create serious problems for everyone.

5. Are there any additional things that can be done to guarantee that staff will want to participate in the implementation?

Articulation of the program, specificity, orientation, and training (in that order) are all helpful for getting people to participate in the program. As the sponsor staff works with the site staff, it is important to think about the styles and the forms that the messages are communicating. The sponsor staff will probably do more accommodating than the site staff, particularly in knowing how fast to move on things, how much lead time to give, and how much data will be necessary for decision-making.

Chapter 12

Summary

This chapter is a series of questions and answers designed to review information covered in the preceding eleven chapters. The questions integrate information from several areas and provide additional pragmatic information specific to field experience.

1. What kind of situation is most likely to produce sites for an implementation?

   Sites readily identified as having specific needs are prime candidates for implementation. Often the administrators, parents, or others associated with the site have already identified the needs of the sites and are ready to implement a program that is likely to produce the kinds of changes they want.

2. What is the simple most important ingredient for implementation?

   From the sponsor's point of view there is equal need for a well-articulated program and communication between the sponsor staff and the site staff. From the site's point of view, it is important that administrators support the program and become involved in it to the extent that they know what the program is doing and how students and staff are performing.

3. Why is it better for sponsor staff to communicate in assertive ways instead of authoritarian ways?

   Assertive communication lays out the ground rules and sets the stage to negotiate agreement. An authoritative style does not allow negotiation, it "tells" the site staff how to respond and "forces" them to do what the sponsor wants. The short-term advantages of the quickly obtained results from the authoritative directions usually result in long-term resentments and poor working relationships.

4. What are the advantages of the assertive style?

The assertive style sets up a working relationship in which parties are making decisions together and working things out in mutually acceptable ways. This style portrays a much higher degree of cooperation.

5. Why is the working relationship particularly important for an effective implementation?

The funding agency funds the site and the sponsor simultaneously to implement a program. This arrangement does not set up line authority between the groups, so even the most effective details of the implementation are really agreements between the parties. Since no one has authority over anyone, it is particularly important that the working relationship be a strong one.

6. What are the penalties if programs are not implemented?

Several problems result when programs are not implemented. Researchers/sponsors may write off programs that they thought were ineffective when in actuality they were not tried. There may be a great deal of expense involved because new programs are usually expensive and the lack of implementation means loss of money. Teaching staff often develop attitudes of having "tried that" with programs that were not implemented as the sponsor/developer intended.

7. What constitutes a "program"?

A program is the combination of teaching techniques and materials. A program is more than materials and more than techniques. It is the combination of both.

8. What consitutes an "implementation"?

Implementation is the process of using a program or approach in the way that the sponsors intended. Therefore, some implementations are programs used daily while others are used on other schedules.

9. Why pair an experienced manager with a new site?

It is preferable to have experienced managers with inexperienced site staff in order to benefit from the experience of the manager. The perspective is important, and an experienced manager will be more capable of judging the new site's progress during orientation, training, and the initial stage of implementation. The experienced manager will know which problems are serious and which are not. In this way the manager will be able to determine priorities and focus the attention of the staff.

10. When is it appropriate to change managers?

An experienced manager may begin a new site, see it through its first year or so of implementation and then be needed in another new site. Once a site is established and functioning well it is possible for a less experienced manager to take it over without seriously affecting the operation of the site. The more experienced manager might be needed in a continuing site that has not been well implemented. It is almost always good training for a new manager to work with an experienced site.

11. What are the advantages of a long-term relationship between manager and site?

    It takes almost a year before a manager and site are working smoothly together-before the level of trust and communication are such that problems are solved quickly and easily. Beyond one year, the implementation can progress smoothly, and it is good if the personnel involved can remain in place for that time. Often sites change staff frequently. If this is the case, it is good to have the continuity of the manager.

12. How should the transition from one manager to another be made?

    Ideally, there should be enough time between the time that the experienced manager prepares to move on and the selection of the new manager so that all of the parties involved can work together as a team and thus prevent a quick "changeover" from one staff to another. The experienced and new manager should spend time on site together, working with the site staff in order to discuss implementation details. They should also work together to review data and correspondence so that the new manager knows as much as possible about the new site. Hold on reviewing correspondence and data until after a joint site visit, if possible.

13. What impact do styles of the persons involved have on implementation?

    The basic styles of the persons involved have a great impact on every implementation. Persons who are achieving/directing behave differently from those who are accommodating/harmonizing, analyzing/perserving, or affiliating/perfecting. Each person will operate in ways typical of his/her style, and the implementation will progress in ways that reflect the styles of the persons involved. Indentifying an individual's style and planning for that style will make a big difference in the smoothness of the implementation. For though individuals may learn to modulate their lives, their basic stylistic characteristics will be maintained from childhood through adulthood.

14. What are the likely problems generated by an achieving/directing site director and an affiliating/perfecting site manager?

The greatest point of conflict will probable be the speed with which these two individuals work. The achieving/directing site director will work at a relatively constant, quick pace. The affiliating/perfecting manager will have a varible speed, sometimes fast and sometimes slow. The achieving/director will find the inconsistent pace of the affiliating/perfector difficult to figure out. Sometimes they will match speeds in a very compatible way and other times they will be greatly out of synch. One solution is to give extra time to others whenever possible. This is a good practice to follow, because it is better to err by giving too much time than too little.

15. What kinds of stylistic information will enhance the implementation?

The amount of data individuals need before making decisions, and the amount of time that they need for making decisions are probably the two major pieces of information that will help the staff involved in the implementation. Analyzing/preservers need data and time before they can make decisions confidently. Achieving/directors will move at fast paces all the time. Affiliating/perfectors will vary in speed and gain their greatest satisfaction from working with the group. Accommodating/haronizers will want everything to end with all parties winning and happy. These are the major differences between styles and therefore the areas in which sponsor and site staff alike can anticipate problems and benefit from learning stylistic information and using it in their daily working routines.

16. What are the merits of paraphrasing?

Paraphrasing shows the speaker that the listener is processing the information that is coming forth. It embodies the content and the emotion of the message. Paraphrasing demonstates "active listening."

17. When should the listener paraphrase?

Paraphrasing is particularly important when the speaker is talking about something emotional. It is less important when the speaker is reporting factual information.. One learns to paraphrase by practicing in relaxed contexts and then is prepared to use it in more stressful situations.

18. How does one learn to paraphrase?

Begin to practice paraphrasing by "giving back" to the speaker the content and emotion on one's story in relaxed settings. The speaker will naturally provide feedback for the practice, without even realizing that he or she is doing so. Frequently, the "speaker" will repeat the paraphrase of the "listener" if the paraphrase is particularly accurate, or perhaps respond to it by saying, "right," or by giving some other form of acknowledgement. Make reminders to practice daily when first learning to paraphrase and gradually the practice will become more natural.

19. What should a new manager learn about a site?

Everything possible. It is important to learn the staff and students by name, the setting in which they work, the schedule, and the general responsibilities and areas of expertise of each of them. The line relationships may or may not be the way the group operates, and this information is important, too. Study correspondence, and make as many site observations as possible in order to know if people are doing what they say they are doing. Self-report data are often inaccurate, though people may be trying to provide accurate answers. Whenever possible, spend enough time on site to observe everyone in action.

20. What are the hazards of long-term managing?

The biggest hazzard is that the manager can get so close to the onsite situation that he/she loses objectivity for the sponsor and the relationship of the sponsor to the site. Once the sponsor representative sides consistently with the site, it becomes impossible for the manager to balance the positions of site and sponsor advocate. As site and sponsor advocate, the manager is in the strongest position to know what is going on on site and what the sponsor wants of the site. The manager has to wear both hats, tempering the demands from the sponsor with the real situations at the site.

Working too long with an site might establish such close bonds for the manager that the manager would be particularly "partial" to the site. This position is likely to develop because the onsite fieldwork is ofen very reinforcing for managers, more renforcing for most than the daily work that they do with the sponsor.

21. How should an inexperienced manager prepare for a new site?

First, it is assumed that this person is inexperienced as a manager, but knowledgeable about the model. If this is the case, then the inexperienced manager should spend as much time as possible with the Site Implementation Speicalist developing checklists and timelines for the implementation. It would also be helpful for the new manager to make site visits with experienced managers to sites that are functioning well. Also, visit at least one site that is not yet well implemented. These two types of sites will give the new manager perspective on what sites actually "look" like. If there is a new site to visit that has an experienced manager, this type of trip would also be very helpful. It is difficult for an inexperienced manager to have a well rounded perspective on the kinds of problems to anticipate, and what a new site will look like as the implementation progresses. No new site will look like an older site during its first few months, and an inexperienced manager might have difficulty determining priorities. The checklists and visits to a variety of other sites will help with this.

It would also be beneficial for the "buddy system" to operate with inexperienced managers paired with experienced managers as each other's back ups for a series of visits to both sites. This system should begin when training for the new site takes place. It should continue for at least a year, if possible. The buddy system is valuable for all site management work, but it is particularly helpful for inexperienced managers during their initial stages of work with a site.

22. What is a Memorandum of Agreement?

A Memorandum of Agreement is a written document prepared by the sponsor and negotiated with the client (site) that specifies the conditions under which the sponsor and site will work together to implement a program.

23. Who participates in developing a Memorandum of Agreement?

Representatives from each involved group should participate in the development of the Memorandum of Agreement. Therefore, sponsor representative, site representatives, (including teachers and administrators) and other advisory groups should all be involved in the development of the Memorandum of Agreement.

24. What are the important sections of a Memorandum of Agreement?

Each Memorandum of Agreement should include a section that specifies the responsibilities of the sponsor, the responsibilities of the site, information specific to the program such as the amount of time students are to spend in the program, how and when perfomance will be measured, how the site will be monitored, the parameters of the program, and all other important information.

25. Why negotiate a Memorandum of Agreement?

Writing down the conditions for working together (sponsor and site) makes the conditions clear to everyone. As long as the agreements are verbal, it is possible for a great deal of misunderstanding to creep into the arrangements. The misunderstandings can result in confusions and difficulty when the program is implemented. The negotiation of the agreement will help to clarify the repsonsibility of all concerned and make for a smoother implementaion from the beginning. Also, there should be several points that the sponsor is willing to modify for each site. These modifications should appear in the Memorandum of Agreement.

26. Why have so many participants in the development of the Memorandum of Agreement?

Everyone who has responsibilities specified in the Memorandum should be represented in the negotiation of the Memorandum. Representation from each group guarantees that the special interests of the groups will be heard and covered. Also, the participation of these individuals makes them feel more a part of the planning. They are less likely to feel as if they are being forced to do something decided by others.

27. After the initial implementation, when is the Memorandum of Agreement used?

Use the Memorandum to check any questionable point. For example, a possible point of confusion might be that one party recalls that students should be in one grade point range, while others recalls that the range in student performance is otherwise. This information should be in the Memorandum, and simply checking the Memorandum would clarify the point.

The Memorandum would be used whenever difficulty arises with the implementation. Job Descriptions should be written with sufficient detail for clarifying the responsibilities of everyone involved in the program.

28. How many job descriptions are needed?

Job descriptions are needed for every position in the program. Writing down the job descriptions will help to clarify the responsibilities for all involved, and this practice will also help to clarify the number of tasks that each person will have, and perhaps make it apparant that it is important to balance the load a bit. This balance may make it necessary to do some reassignments or perhaps obtain additional personnel. The goal is to develop job descriptions that are realistic and functional.

29. Why develop job descriptions?

It is easier to evaluate the overall performance of staff if job descriptions are developed. With job descriptions come the opportnity to evaluate objectively, and describe the position accurately to applicants. These are important considerations. The third reason is to detail the responsibilities of the various staff members to prevent overlap.

30. Should job descriptions overlap? Why, or why not?

Overlapping responsibilities make for difficult assignments. If each position has clear lines of responsibility, the project will function better and more efficiently. It will then be possible to know precisely who is responsible for what. Accountability will be greater, and there will generally be less confusion.

31. What makes the relationship of the funding agent, client, and sponsor complex?

The funding agent allocates money to the sponsor and the client. These groups must then work out arrangements for working together without line authority to each other. Each group has its own line authority within, but their relationship to each other is in the form of the agreement that they make, neither has direct authority over the other.

32. What is the difference between line and staff authority, and what difference do these organizations make?

With line authority, staff report directly to the person ahead of them in line. Hiring and firing (as well as evaluation) is done by this person as well. With a staff relationship there is agreement that persons working beneath an individual "report to" that person, but the person that they report to does not have the power to hire or to fire. Staff arrangements are more complicated than line relationships in some ways because the arrangements are by agreement. The manager has no real power over those reporting to him/her.

33. Why does a sponsor lack line authority with sites?

The sponsor is funded by the funding agency as is the site. The sponsor and the site operate independently of each other except for the agreement that they make to implement the program.

34. Why hold separate orientation meetings with administrators?

Meet with administrators before meeting with the teaching staff so that the administrators receive preparation in the new program first. By meeting with them first, the program gains the support of the administrators before it is presented to the teaching staff. Also, administrators' questions are different from the teaching staff questions. It is also important for the teaching staff to feel that their administrators support the program before they begin to implement it.

35. How does orientation differ from training?

Orientation sessions are "talk" sessions for explaining the philosophy and rationale of a program, and giving general information about how the program works.

Training sessions, on the other hand, are designed for "teaching" staff to do the program. These are practice sessions in which new teaching behaviors are practiced.

Orientation should always precede training to provide the foundation for training.

36. How do preservice training and inservice training differ?

Preservice training is held first. It is more general. Inservice is held as the program is implemented. Inservice training continues in most sites for the life of the implementaion. Preservice training is prepartory. Inservice training focuses upon upcoming procedures, things that need to be changed, or current problems.

37. What is consulting?

Consulting is the process in which a site manager or another member of the sponsor staff visits a site to work in classrooms and meet with administrators. "Consulting" describes the activities of the site manager and consultant. The consultant is an expert in the program qualified to train the teaching staff, monitor the implementaion, and work both in and out of classrooms.

38. What happens during consulting?

A variety of activities take place during consulting. If the consultant is on site to work with teachers, then most of the time will be spent in classrooms, watching teachers and demonstrating for them, or meeting with them without students.

Consultants also work with administrators and review data, work on budgets, assist with proposal writing, and perform any one of a number of other kinds of tasks.

Most consultants balance their activities while on site and spend some time in classrooms and some time working with administrators, or in meetings.

39. Why is consulting particularly important?

In most educational settings the teaching staff receive very little help in their classrooms. Typically, there are district-wide inservice sessions set up for a few days each year, and the principal comes in once or twice a year to do formal "observations." But, other than that, the teaching staff are really on their own to do whatever they choose.

By working with the teaching staff in their classrooms, sponsor representatives can demonstrate and work with teachers as they work with students. The consultants can relate directly to what the students are doing and how the teaching staff are performing. They can judge student achievement, and assist with the overall performace of everyone on the project. This is a unique service for most teachers, and assuming that the staff were prepared for consulting during their orientation and training session, they usually welcome this type of help. This help demonstrates to them that people are there to help them on the job. This interaction bridges the gap from theory into practice and makes the sponsor credible.

Consulting is important for sponsors, too. Sponsors involved with curriculum design learn more from spending time in classrooms watching teachers and students than they can learn from looking at data. These observations often result in important changes in the curriculum, or overall changes in the implementation. Often teachers make changes as they implement that seem so natural to them that they forget to tell the sponsor about them. Observations and demonstrations help sponsors to know their programs better.

40. Why are consulting skills particularly important?

Consulting is probably the most difficult task of all. There are several major consideraions. In order to be an effective consultant one has to know the program well. One has to be able to make recommendations to the site staff and work with them to refine their implementaion. This requires an in depth knowledge of the overall rational, philosophy, and goals of the program. The consultant must have short-term and long-term perspectives, because many judgements have to be made that will affect the overall program and its implementation.

But, equally as important as knowledge of the program is the consultant's ability to work with people. The consultant must be able to provide feedback, reinforce, demonstrate, and in other ways "turn staff around." In order to accomplish these goals, the consultant has to make priorities from the observations and work with the staff, reinforcing them as they progress, until the behaviors are changed. This is often a difficult and time-consuming process. Behaviors are difficult to change, and it frequently takes a great deal of time and repeated interactions to bring about the kinds of changes that one wants.

The hardest test of a consultant's skills comes with their "staying power," the ability to work with the same group of people for a long period of time-years. Anticipating this long-term relationship makes the situation complicated and difficult. It is important to build up a foundation of reinforcement so that when it is necessary to be assertive or even agressive there are possitive experiences to draw from. These are the situations in which knowledge of basic styles and communication skills are very important.

41. What is formative evaluation?

Formative evaluation takes place during the "tryout" or fieldtesting stages of program development and implementaion. This type of evaluation looks at the developmental process and provides data upon which the program may be revised. Another way of looking at formative evaluation is that it provides information "along the way." It measures how the program or implementaion is going at different stages.

42. Why collect data regularly?

Regular data collection allows the sponsor and site staff to evaluate how the implementation is going in an objective way on a regular basis. To wait for long periods of time before collecting data allows problems to develop and continue before they are even noticed. It is particularly important to collect data regularly when developing curriculum materials. The performance of students early in the program may determine the content or pace of the program's development.

The mere collection of data will not guarantee that the program operates effectively. It is equally important to review the data regularly (daily, or at least weekly with a new site) to know what is happening on site. Site staff generally perform better if they know that data are being collected. Helpful feedback, supplied quickly and regularly, helps them to modify their practices to better the overall implementation. Feedback is particularly important if site staff are to realize that their data collection is aimed toward specific goals.

43. What kinds of data should be collected regularly?

Generally, it is important to collect data that measure the "quantity" of the program implementation. Some measure of how fast students are moving is good. It is equally important to have data that report how the students are doing as they move through the program. These two types of measures are equally important. It would be a mistake to focus exclusively on the quality of the program-site staff could easily interpret this as focusing only on how well students are performing and develop unrealistic expectations. If one focuses primarily on the quantity of material covered, however, site staff could move students through the program with little attention to how well they are performing. The best data collection system will measure progress and performance.

44. How should a manager use formative data?

There are several uses for formative data. The manager can track individual student or group progress. Whenever possible, it is more efficient to be able to look at groups of students, but it is helpful to have a group data collection procedure that includes individual student scores as well. Some type of summary form that gives group averages while listing individual student scores is particularly helpful.

If the form is designed so that both student performance and progress are on the same form, it is possible for the manager to have quick measures of group "quantity and quality." Such a form allows the manager to look for patterns with particular teachers. Random error patterns suggest that individual students have difficulties independent of teaching presentations or the program. Consistent error patterns on the other hand suggest that there are problems with the teaching presentations or the programs. This is important for the manager.

45. How do formative and summative data differ?

Formative data are collected during the program and reflects the "current" performance or status of students. Summative data show performance at the end of a particular treatment or program. Summative evaluations are frequently done by comparing the performance of students before they began the program to their performace at the end of the program. Summative data are often analyzed for the "results" of a program, whereas formative data represent performance during the development and implementation of the program.

46. Why collect both formative and summative data?

Formative data collection allows for careful monitoring of the implementation--it shows when and how progress is being made, and it allows the manager to identify individual students or staff in need of help. It also identifies problems in the program, and allows developers to change their programs to make them more effective.

Summative evaluation if done with norm-referenced measures allows the developers and implementors to look at their results in comparison to national norms. In this way they can judge the effectiveness of their program.

These two types of evaluations are complimentary, and when both are used, they present a well-rounded measure of the program. They allow the sponsor and site staff to measure what is going on at the site at regular intervals and allow then to measure their results against national standards.

47. How can a site use formative data?

Site staff can use the formative data in much the same way that the manager does. In fact, as the site staff become more sophisticated they will probably use these data efficiently and begin monitoring or remedial procedures before the manager has received the data and reviewed it with them. Site staff should be trained to look for patterns in the data. They should learn to notice whether the students' errors are in similar or the same places, or if there are common problems from one group to another. They should learn to look for patterns with staff. Does the same teacher have similar problems with several groups of students?

They should also learn to monitor progress from the standpoint of schedules. Site staff are in a better position to know what kinds of interuptions occurred and how they were handled. They should note new students or absences that affected the data.

As the site staff learn to look for patterns, ask questions, and formulate answers, they will become familiar with the intricacies of implementation and management.

48. When should plans be made for the summative evaluation?

The sponsor should begin planning the summative evaluation as soon as the program begins or before. Plans should include reviewing measures to use in the evaluation, the resources of the site staff for administering the measures, the expense and complexity of their plan, and other issues. Plans need to be made far in advance in order for the evaluation to take place smoothly.

The sponsor should plan to organize and if necessary complete the actual evaluation in order for it to be done. Site staff are often inexperienced in the details and practices of evaluation and will at least need training and help in order to complete the evaluation. The larger the program, the more involved the evaluation will be, and the greater the need for the sponsor to work out the many details with the site staff.

49. What kinds of data might be included in a summative evaluation?

Student achievement data and self-concept data are likely to be included in a summative evaluation. Other kinds of data that relate to other areas of interest might also be included. Some of these might be, attendance data, questionnaire responses, observational data, or any other type of data of interest to the sponsor, funding agent, or site.

50. Who might be interested in longitudinal studies?

Interest in longitudinal studies is of particular interest when research deals with "difficult" populations. Early childhood interventions and studies with disadvantaged people or other populations that are particularly "hard to teach" are particularly interesting to follow-up. One reason for the interest in longitudinal work with these groups is that some poeple believe that the changes brought about during the interventions are short-lived. They do not believe that there will be long-term changes based upon the interventions. This attitude is particularly prevalent with disadvantaged subjects in general and the incarcerated populations, in particular.

Longitudinal studies are infrequent, and there is much to be learned from following groups for long periods of time.

51. What kinds of audiences are there for research reports?

There are several different kinds of audiences for research reports. The sponsor, funding agent, and sites are obviously interested in the results of the program. Local agencies such as the school board and university are also interested. Journal audiences for the same populations, or groups interested in the same problems are other audiences. State and federal legislators are becoming increasingly interested in results as money for research decreases.

52. How do reports written for the sponsor differ from reports written for the site?

Written reports sent to the sponsor are written following outlines that the sponsor provides, so they include information that the sponsor wants to have. Most of this information is readily available to the site staff, and therefore, writing these reports is a relatively perfunctory exercise. These reports allow the sponsor staff who are less directly connected with the site to keep on top of what is happening onsite.

Reports written to the site develop from issues currently under consideration by the site. These may be issues of personnel, program, scheduling, or almost anything else. These reports are "timely," in that they focus on issues that are currently under discussion.

Regardless of the type of report, it is disseminated to roughly the same group of people. Reports written to the sponsor are copied to the site, though there may be a confidential portion prepared for the sponsor that will be omitted when copies are sent to the site. Reports written after site visits are copied to the sponsor representatives who were not onsite during the visit.

53. Why should telephone notes be kept?

Telephone notes are the simplest way to keep track of issues that need to be discussed between site visits. By keeping phone notes the manager can trace the progress on a variety of issues, and have reminders of where things stand at all times.

54. How do site reports differ from quarterly and annual reports?

A site report should be written after each site visit. These reports should be written as soon as possible after the visit, and they should cover the major issues that were dealt with during the visit. The site manager determines the content of these reports, and they are sent to the sponsor staff as well as to the site staff.

Quarterly and annual reports are written by the site manager from an outline prepared by the sponsor. They contain the information that the sponsor wants. These reports are cummulative for each year and they are forwarded to the site from the sponsor.

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while reading the first few chapters, the reader may find it helpful to refer back to these titles and brief job descriptions.

Key Position

Sponsor Staff

(Developers, or educators generally affiliated with a University or laboratory.)

Director
(Head of sponsor's project.)

Coordinator/Site Implementation Specialist
(Persons assigned directly to one or more sites to provide training and monitoring from the sponsor to that site or sites.)

Site Managers
(Persons assigned directly to one or more sites to provide training and monitoring from the sponsor to that site or sites.)

Consultants
(Persons working under the Site Managers, assigned to particular sites, who do orientation, training, and monitoring under the direction of the Site/Project Manager

Site Staff

(Administrators, teachers, aides, and others employed by school district or other institution.)

Superintendent
(Head of the district or institution-reports directly to the Board of Education.)

Assistant Superintendent
(Assistant to the Superintendent to whom the Superintendent has delegated various responsibilities, frequently those of implementation.)

Principal
(Head of the school. Reports directly to the Superintendent).

Assistant Principal
(Frequently there are two assistant principals in large schools. In this case, one will be in charge of instructional issues, and the other will be in charge of more administrative issues.)

Coordinator/Director
(Person in charge of the special project or projects.)

Teachers
(Regular teaching staff assigned for the special project.)

Aides
(Regular paraprofessional aide positions assigned to the special project).

Testors, Parent Workers, Others
(Special personnel designated for a program, assigned to the program.)